

ATHLETIC

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Vol. XVI, No. 1 September, 1935



Minnesota Single Wing-Back
Formation

Bernard W. Bierman

The 1935 Intercollegiate Foot-
ball Rules and the Coach

E. C. Krieger

A Few High School Blocks

Fred J. Marineau

JOURNAL



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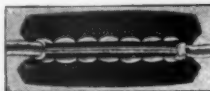
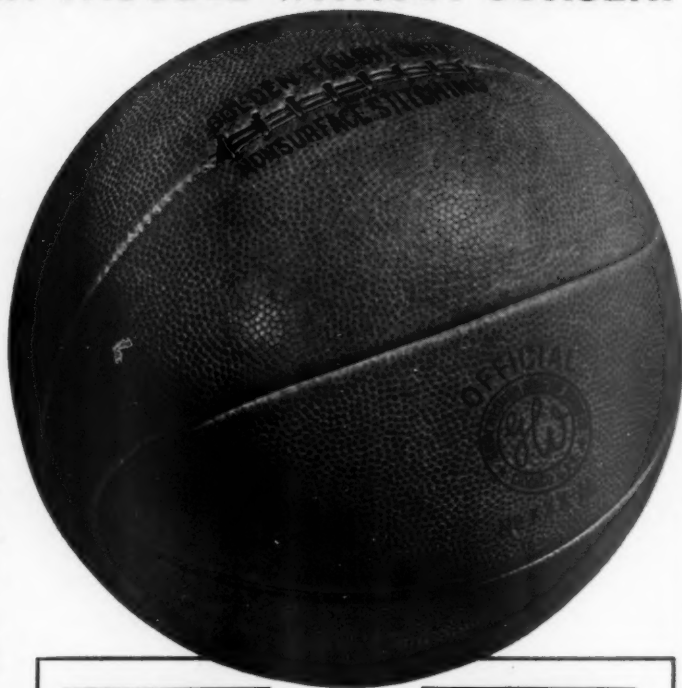
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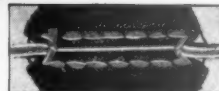
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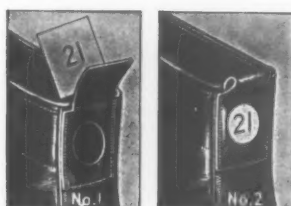
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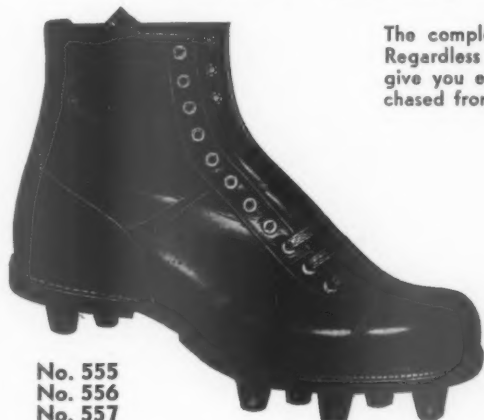
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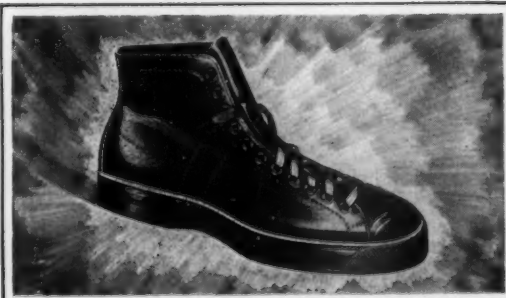


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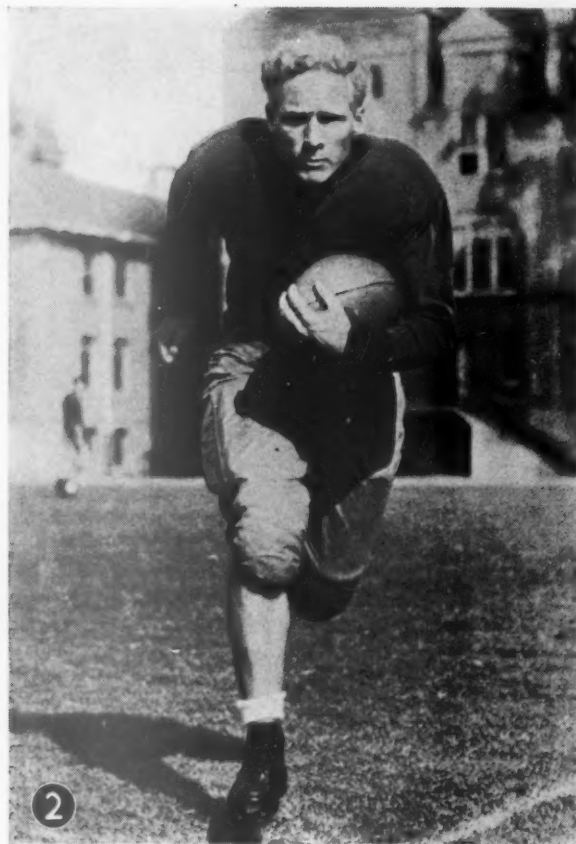
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Value of the Fundamentals of Football

By B. A. Ingwersen
Northwestern University

IT is essential for any football coach to start early in the fall teaching and drilling on the fundamentals of each man's respective position. Every great system of football is built on sound fundamentals, and every man is taught to execute his duties in a certain way. All members of the team must know how to block and tackle, the backs must know the fundamentals of offensive and defensive backfield play and the linemen must know the fundamentals of offensive and defensive line play.

When the All-Star players were in Chicago this summer drilling for their game with the Chicago Bears, it was interesting to see how each man executed the fundamentals for his respective position. They did not all execute the fundamentals in the same way, but they all had been taught sound football.

Backfield Fundamentals

IT is important that a back carrying the ball on an outside play should carry it under his outside arm with one end of the ball resting on the fingers of the hand and the other end in the arm pit. By having his fingers wrapped around the end of the

ball, the player has better touch and control of the ball.

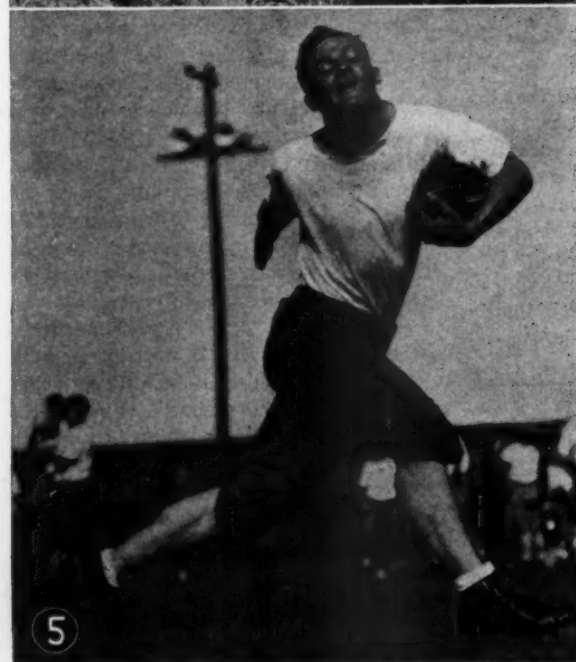
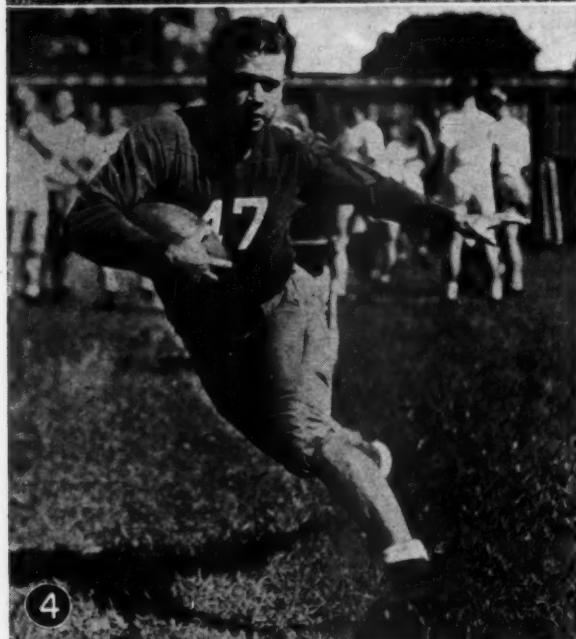
The back should run relaxed and use both arms to aid him in getting the proper stride. He must run with his legs well under him so that he will not get overbalanced, as he may have to change his pace, cut back, side-step, whirl, pivot, use a cross-over step or any other device that a back may naturally use to avoid a tackler. It is an asset to a back if he can learn to stiff-arm. Thus, a tackler may be easily shoved off by the use of either hand. A stiff-arm is a straight shove of the arm from the shoulder. Too many backs try to slap down the tackler with their hands. The backs who can run by bringing their knees up high are hard to tackle and can

sometimes run right through the tackler's arms.

Tackling

THE shoulder tackle is the best type of tackle to use whenever it is possible for the tackler to meet a runner straight on, or slightly to either side. In making this tackle, the player should be taught to crouch low, with shoulders near the ground and feet spread, and to shoot the body forward with a powerful leg drive, keeping close to the ground. His head should be up and his eyes focused on the spot on the ball-carrier's thighs which he intends to hit with his shoulder. As he does this, he should wrap his arms around the ball-carrier's legs, locking one hand over the opposite wrist to prevent the ball-carrier from breaking loose. The tackler must have the determination to carry the ball-carrier back. When he hits the ball-carrier, he should keep digging, lift with his arms and carry the ball-carrier back. Most faults in tackling are made by men who try to stop the runner by hitting him with their arms, rather than their shoulders. This can be overcome by driving their heads close to the side of the ball-carrier's legs.

A GRADUATE of the University of Illinois, where he was an outstanding lineman, Burt Ingwersen has been head coach at the University of Iowa and line coach at Louisiana State University. At the present time, he is beginning his first year as line coach at Northwestern University. He has a reputation for thoroughness in the teaching of fundamentals.



Carrying the Ball

Illustration 1 (on previous page)—William Shepherd of Western Maryland College carrying the ball. Note that he is ready to ward off a tackler by the use of a straight-arm. Properly, the hand with which he is going to straight-arm should be a little lower and his arm should be a little straighter.

Illustration 2 (on previous page)—Irvine ("Cotton") Warburton of the University of Southern California carrying the ball. Note that his fingers are well spread over the lower point of the ball, and the ball is held by hand, forearm, upper arm and body. He is running relaxed and making full use of his arms.

Illustration 3—Duane Purvis of Purdue University. Note that he is using his arms in running and that he runs with high knee action. It may easily be seen why he has been a powerful running back.

Illustration 4—Bohn Euell Hilliard of the University of Texas. Note how he has almost perfect control of his body by throwing it to his right to avoid a would-be tackler. His left arm is out ready to straight-arm a tackler. However, his right elbow is out too far, thereby making possible a fumble if he is tackled.

Illustration 5—Francis L. ("Pug") Lund of the University of Minnesota. Note how he has used his arms in making a cross-over step at full stride. Note also the almost perfect control of his body.

Tackling

Illustrations 6-13 (opposite page)—Charles Mucha of the University of Washington tackling James Carter of Purdue University.

Illustration 6—The tackler's head is up and he is eyeing the ball-carrier. He is slightly off balance because he is taking too long a stride. His feet should be spread.

Illustration 7—The tackler's head is still up in good shape. His feet are a little too close together. He is just getting ready to club his arms in for the tackle.

Illustration 8—The feet of the tackler are still too close together. The tackler should have a wider base so that he will have more power and will not be so easily side-stepped.

Illustration 9—The tackler has just made contact and is starting to drive the ball-carrier back. His feet are still too close together.

Illustration 10—The tackler is starting to raise the ball-carrier and is driving through with short, choppy steps. The tackler's arms are not all the way around the ball-carrier's legs and because of this he is apt to go to the ground. Note that the ball-carrier has not put both hands on the ball when tackled.

Illustration 11—The tackler has let his arms slip off the ball-carrier's legs and he is falling to the ground. If he had his arms well wrapped around the ball carrier's legs, he would have driven the ball-carrier back.

Illustration 12—The ball-carrier has fallen over the tackler. Note the ball-carrier's right arm. Many backs have their arms hurt by reaching out this way.

Illustration 13—The tackler has lost control of his body, and the ball-carrier is free to get away, provided, of course, the referee has not declared the ball dead.

NOTE: Another article on football fundamentals will be published next month. The fundamentals of blocking will not be covered. They have been discussed several times in recent years, and illustrated reprints of two of these discussions will be mailed without charge to subscribers who request them.



Minnesota Single Wing-Back Formation

By Bernard W. Bierman
University of Minnesota

THE differences in the various orthodox formations used in football are only differences of degree. The principles involved and the objectives to be attained in all of them are about the same; namely, to advance the ball down the field, the ultimate objective always being to score. The rules require all of us to place at least seven men on the line of scrimmage at the start of the play, and it is the usual thing to have four men lined up in the backfield. The exact spots the men occupy vary, of course, but they are always arranged in an effort to get the maximum combined speed, deception and power that is possible to be had from any particular squad.

The line must act as a barrier between the defensive men and the offensive backfield, so that the backfield men can get their play organized and started before they meet defensive resistance. Those men in the line who are not needed for this general assignment may be used to pull out of the line and work as backfield men or to go down the field and block some secondary defensive men.

The backfield men should be so arranged that they can (1) Sweep around the strong-side flank; (2) Drive through any opening in the line; (3) Sweep around the weak-side flank; (4) Forward pass and get down the field as pass receivers; (5) Punt; (6) Carry the ball around or

through all points on the line of scrimmage following effective deception.

Of course, if you set up your men so they have the greatest maximum speed around the strong-side end, combined with the most powerful blocking there, some of the strength around the weak-side end will naturally be sacrificed. Balanced, all-around strength is the thing to be looked for and attained. All of the standard orthodox football formations have this, but it is my personal belief that the formation we use has this in a little greater degree than other formations. Maybe my reasoning is a little wrong, but I am willing to stand on it, although, at the same time, I am still open-minded.

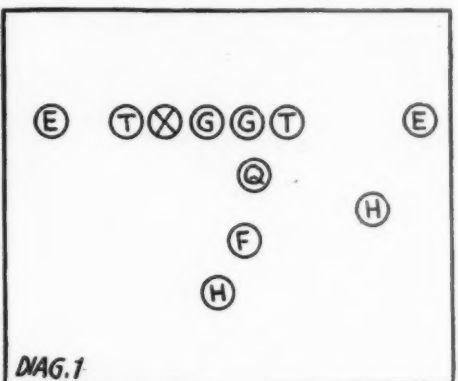
Arrangement of Players

WE line up as shown in Diagram 1. The line is unbalanced, the left guard playing just to the right of the center, in a very favorable position to pull out of the line either to the right or to the left (and he is usually the "smoothest" and most active lineman). The ends play loose and they are in a good position to go down the field as unmolested pass receivers.

The wing-back is in a position where he can work on any defensive lineman on his side, from the guard out, either alone or in co-operation with some team mate. He

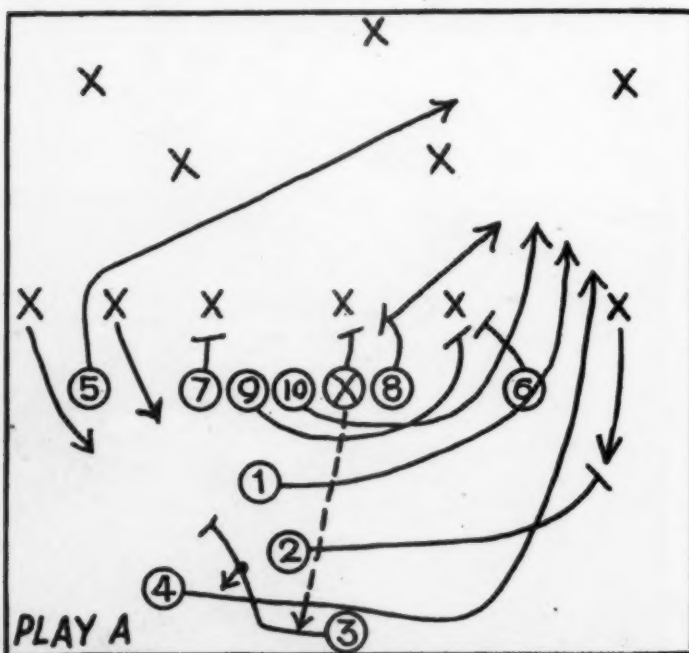
is close enough in so that he can come back quickly for a reverse play or for a blocking assignment on the weak side, and he is close enough to the line of scrimmage so he can get down the field quickly to receive a pass or to cover on a kick.

The quarterback, or front man, is in a



position where he can lead the ball-carrier to either side equally well, no matter which back carries the ball, and he is in a good position to go down the field to either side as a forward pass receiver.

The fullback is stationed in an ideal position to buck into any hole in the line, to act as a lead man for either the tailback or the wing-back, to handle the ball in a variety of fakes and reverses and to be a blocker on forward passes.



Play A

Illustration 1—This shows the line-up before a Minnesota reverse play. The line is unbalanced; the backfield shifted to the strong side.

Illustration 2—Bucks 1 and 2 are faking to their left. Back 4 is starting to his right as 3 takes the ball from center.

Illustration 3—Bucks 1 and 2 have pivoted and started to the right. Back 4 is taking the ball from 3. The left end, 5, has cut straight across the line, allowing the opposing right tackle and end to come through. The right tackle, 8, is checking the opposing left guard momentarily before going through for the secondary.

Illustration 4—The two guards, 9 and 10, have pulled out of the line and are getting into the interference for 4, who is starting his run.

Illustration 5—Back 3 is getting into position to protect to his left. The right end, 6, has taken the opposing tackle in.

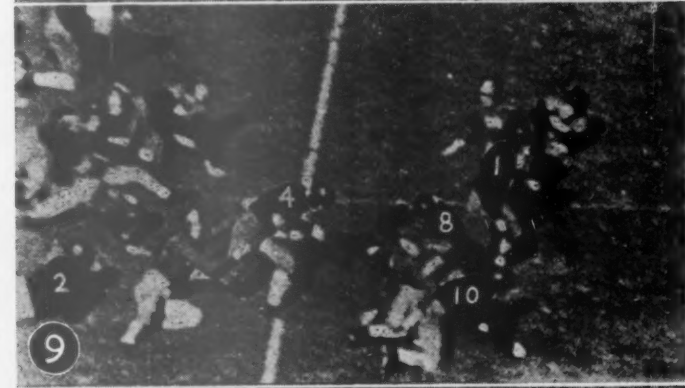
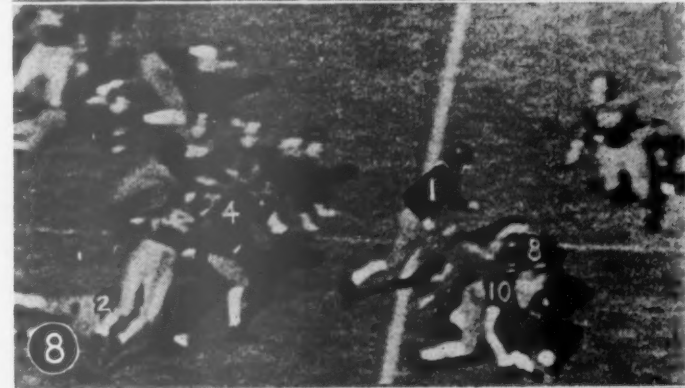
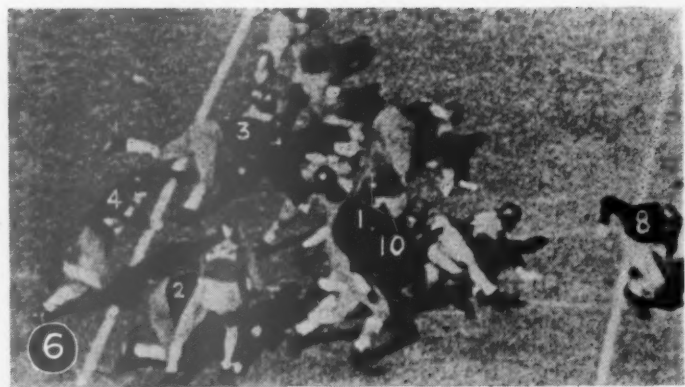
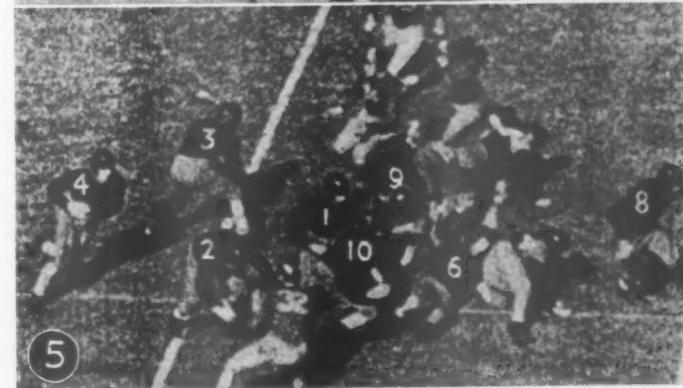
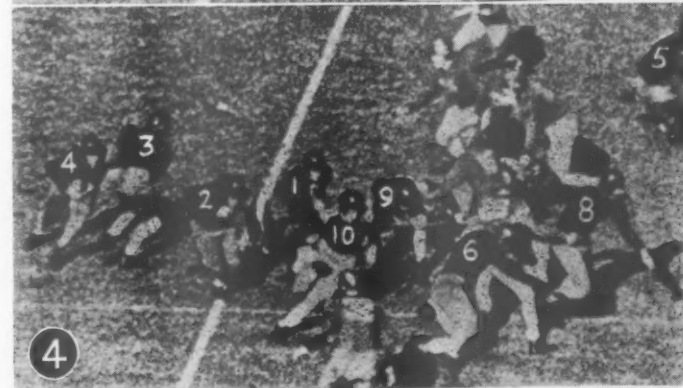
Illustration 6—Back 2 is attempting to block the opposing end out.

Illustration 7—Back 4, with the ball, has cut back and is going across the line inside the opposing left end.

Illustration 8—The left tackle, 8, has cut across behind the defensive line and is helping 10 with a secondary defensive man.

Illustration 9—The defensive left end has eluded 2 and is attempting to tackle 4.

Illustration 10—Back 4 has made a short gain and is about to be brought down by a secondary defensive player who has eluded a Minnesota blocker. It will be noted that the play was not a complete success because the ball-carrier did not get to the line of scrimmage fast enough and because the blocking against the secondary was not clean cut.



The tail-back is so placed that he can carry the ball to any place, forward pass or kick, and handle it on a fake, especially to the wing-back.

Object of Maneuvers

NO formation can be stronger than the individual men playing from that formation. Blocking, running, ball-carrying, and ball-handling are the foundations of all plays from any formation, but the maneuvering of a team can either strengthen or weaken these foundations. The object to be obtained by maneuvering players is always one of these two, or a combination of both: (1) Concentration of eleven offensive men against about seven defensive men. (The other four defensive men are left out of effective work by deception, speed or design of play.) (2) Speed in taking advantage of a defensive weak spot.

Our single wing-back formation, we think, gives the offensive men a good chance to accomplish the desired object.

We shift into formation and that gives us an opportunity to make slight changes in the formation for particular purposes, and only a very alert defense will notice those changes; or we may make a more radical change, such as using a flanker back, who may catch the defense by surprise.

I am not a believer in a small number of plays perfectly learned, but, instead, a believer in a rather large assortment of plays learned as well as possible. The defense (in a seven-man line) leaves eight different spots where the ball-carrier can cross the line of scrimmage, and I believe it is desirable to have each ball-carrier hit at least most of these holes directly, and then repeat the process, following some sort of deception. Then, too, some varia-

tion in forward passes is worth while, and, if we have a special play or two, it gives us a lot more than the eight perfectly learned plays.

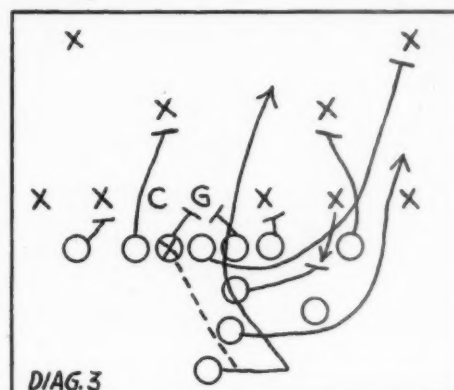
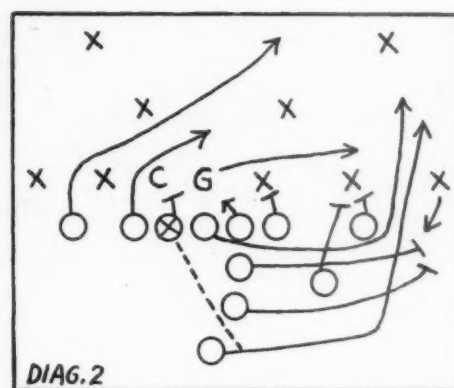
We, of course, do not plan on using all of the plays in every game, but we try to take full recognition of this fact: Every opponent will differ somewhat defensively from every other opponent. Therefore, it is well to have different kinds of ammunition to use for different situations. Then, too, it is well to recognize the following basic principles: What you do on one play is going to affect what your opponents do on the next play, and what you do the first half is going to have an effect on how they start the second half. Again it is desirable to have the ammunition to take care of these changes in our opponents' defensive reaction toward plays.

Versatility

UNLESS your team has quite an assortment of plays, and unless your quarterback can be taught how and when to use them, you are going to be handicapped.

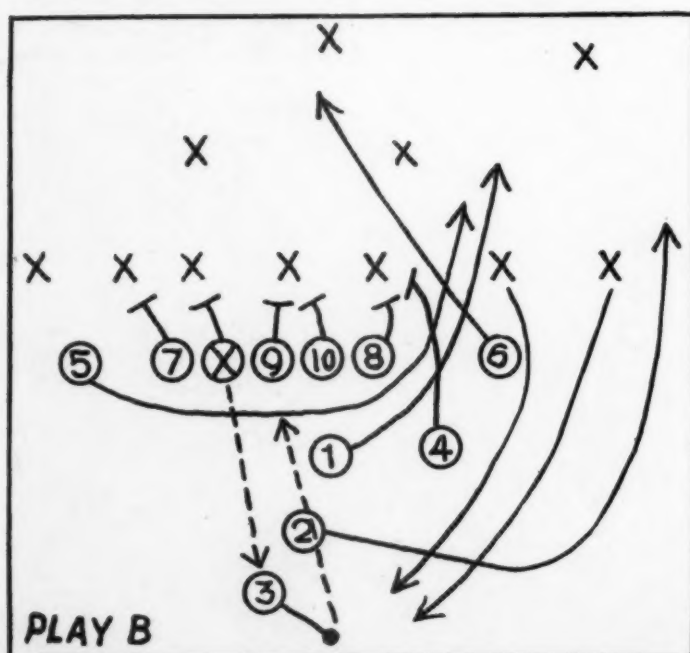
Suppose that you use the play shown in Diagram 2. You had expected that the defensive center might drop out of the line and slide off when he spots this play, and you are well prepared for that. But you unexpectedly hit a defense in which the center charges in hard, but the guard drops out when he spots this play. Maybe you can shoot the fullback through the hole, but, if the guard is smart and active, he will be there in time. With a play like that shown in Diagram 3, complete advantage can be taken of the situation.

If any defensive lineman is charging through so hard and aggressively that he is



causing a lot of trouble, a play that starts like the one he is bothering, but on which he is crossblocked, may be the answer to your problem.

Practically everything can be done with a single wing-back formation. (The missing things can be accomplished by a little variation in the formation.) I could say the same thing about any of the other orthodox formations, but, sticking to the original text, I again repeat that they can be accomplished a little better through the use of the single wing-back formation. At least that is our opinion.



Play B

Illustration 11—The Minnesota team is lined up for a play which includes a shovel pass from the tail-back to the left end behind the line of scrimmage. The formation is a single wing-back, unbalanced line, with the strong side shifted to the right.

Illustration 12—The left end, 5, has pivoted and is starting around behind his own line.

Illustration 13—Back 3 has taken the ball and retreated slightly. Back 4 is helping the right tackle, 8, against an opposing lineman. The right end, 6, is going across the line and down the field for the secondary. The five center men on the line are blocking straight to the front.

Illustration 14—Back 2 is faking to get into position to protect the passer.

Illustration 15—The defensive left tackle and end have been allowed to charge the passer. Back 1 has gone through inside them and has turned to be in position to take a pass if 5 should not be open.

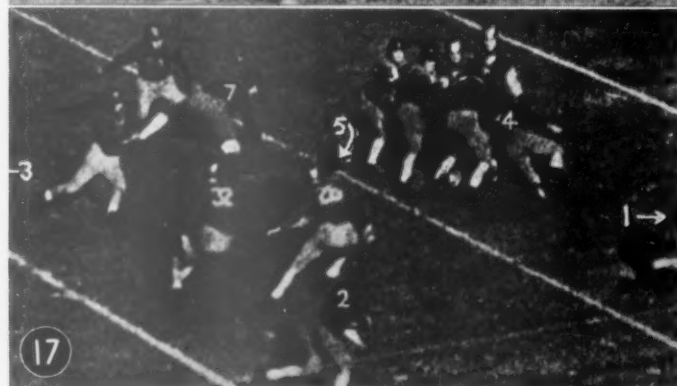
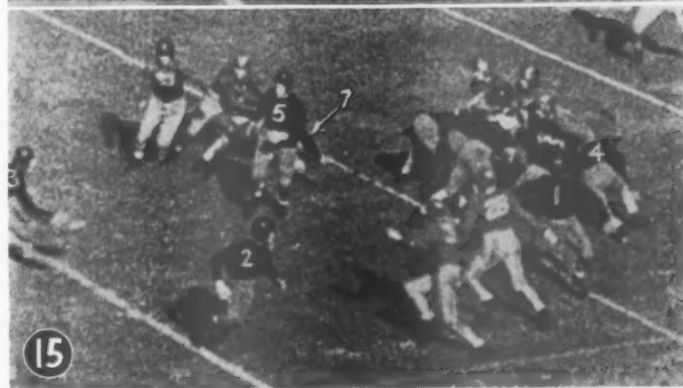
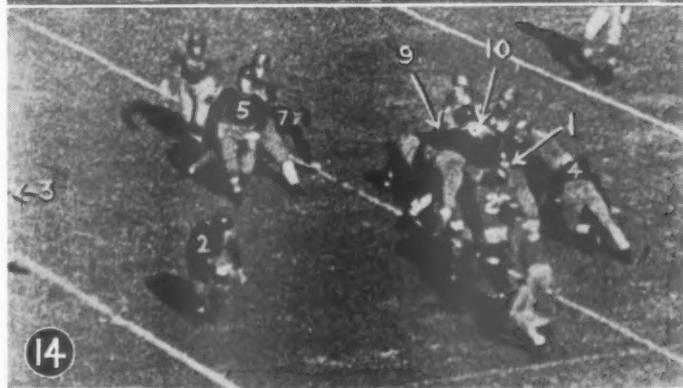
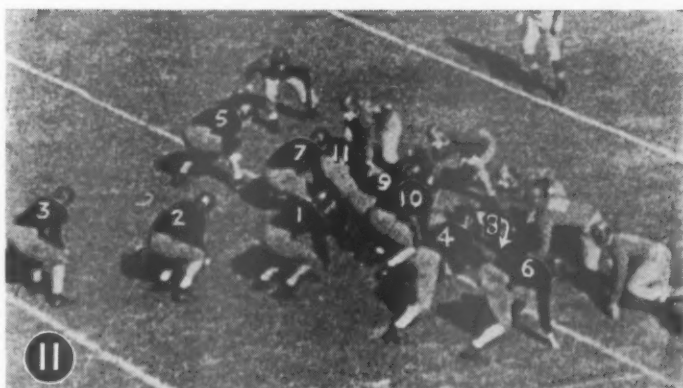
Illustration 16—The left end, 5, has taken the ball from 3.

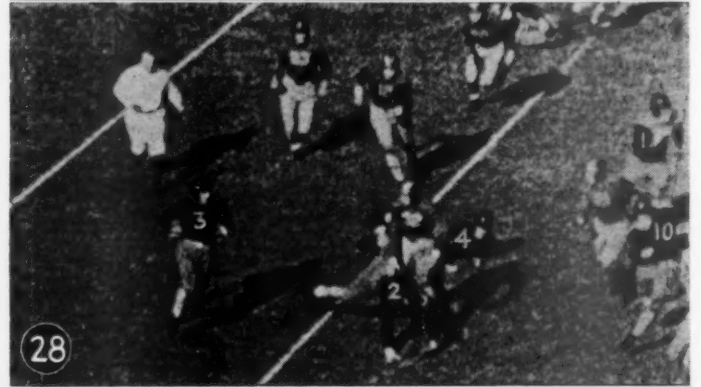
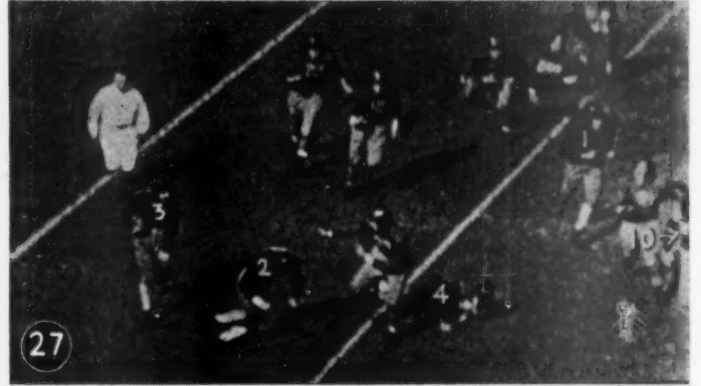
Illustration 17—The defensive left end and tackle, who have rushed the passer, are attempting to recover, but cannot do so fast enough to prevent 5 from going through between them and the line.

Illustration 18—Back 1 has gone through for the secondary.

Illustration 19—The left end is across the line and has opportunity for a good gain.

Illustration 20—Back 2 has gone out on the flank and is in position to take a lateral pass from 5. Illustrations 18 and 19 also show him in position to take this pass.





Play C

Illustration 21—This and the following nine illustrations are of a Minnesota fake punt play from a balanced line. The starting position is not shown. Back 3, preceded by 4 and 2, has already started to his right. The defensive left end has been sucked in, and 6, the offensive right end, is going straight down the field for the secondary.

Illustration 22—Back 1, guard 10 and the left end, 5, are coming around behind their own line to get into the interference. Guard 9, the center and tackle 8 are working on the defensive players opposite.

Illustration 23—The left tackle, 7, has cut across the line after checking the player opposite him and is going down for the secondary. Back 4 is attempting to take the defensive left end out of the play.

Illustration 24—Back 3 is following his interference closely. He is just beginning to cut in.

Illustration 25—Guard 10 is cutting across for the defensive secondary.

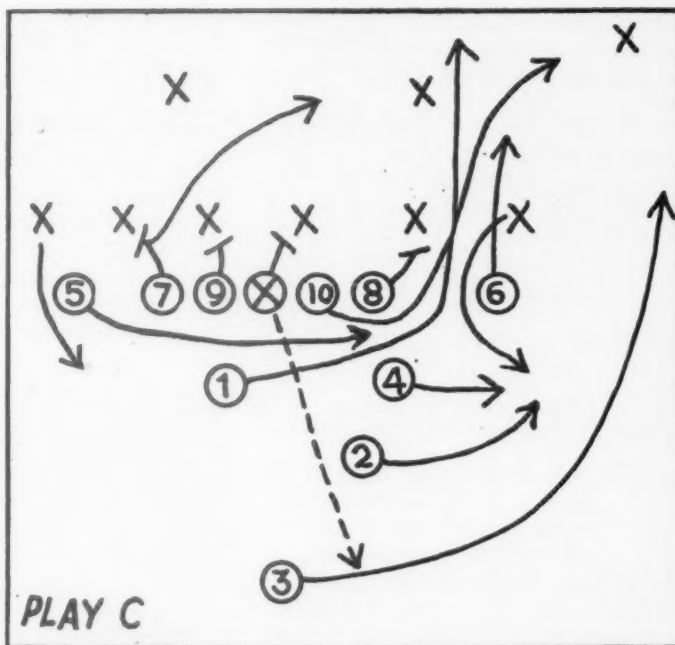
Illustration 26—After being sucked in, the defensive left end is playing a marvelous defensive game. He has just caused 4 to miss his block.

Illustration 27—The defensive left end is still on his feet, and 2 is attempting to take him out of the play.

Illustration 28—Guard 10 is pursuing a secondary defensive player and attempting to run him away from the ball-carrier.

Illustration 29—Back 2 has momentarily slowed up the defensive left end, even though he has missed his block, allowing 3 to cross the line for a short gain.

Illustration 30—The defensive left end and two secondary defensive players are on their feet and almost in the path of the ball-carrier.



Basic Principles

THERE are certain principles that should be followed in the design of play, and certain basic facts that should always be remembered: (1) No play will work automatically. (2) The defensive men start playing when the ball is snapped, and they play full speed. (3) You never can fool all of the defensive men. It is hard enough to fool two or three of these men on one play.

Therefore the following facts should be remembered: (1) The blocking, running and ball-handling fundamentals should be sound, well learned and well executed.

(2) The ball should advance to the point of attack as fast as possible. (3) Each play should be tied to several other plays. (The plays should not be a miscellaneous collection, but each should be welded to the next one.) (4) Deceptive play should be designed to deceive only one or perhaps two defensive men. (5) There should be at least one play to take advantage of any peculiarity or defensive weakness in any spot. (6) Much effort should be expended in having the proper plays called.

To summarize: The single wing-back formation, as used at Minnesota or elsewhere, has no very outstanding advantages

over any other formation, but we do feel that it is a little more versatile than any other formation we could use. Plays can be run from it to fit all occasions, but our offensive success with it will always be in direct proportion to how well the men can run, block and handle the ball, and how well the quarterback can direct the plays. In concluding, I will repeat: (1) No play works automatically. (2) No formation has a monopoly on the good sound plays, whether strong-side, weak-side, deceptive or pass plays.

The accompanying pictures show the development of some plays we have used.

The 1935 Intercollegiate Football Rules and the Coach

By E. C. Krieger

Ohio Association of Football Officials

THE changes, clarifications and new interpretations in the 1935 Intercollegiate Football Rules are probably more extensive than may be imagined, and, when strictly interpreted, some of the clarifications result in actual rules changes, a number of which merit serious consideration on the part of the coach.

Change in the Dead Ball Rule

THE dead ball rule, Rule 7, Section 7, has been materially affected by the addition of a Supplemental Note providing that a runner who is still on his feet, even though in the grasp of an opponent, may run, pass or kick until the whistle is blown. This appears to reinstate all of the old provisions relating to the dead ball except the privilege of advancing or throwing the ball

after a part of the runner's person other than his hands or feet touches the ground. The new Supplemental Note was admittedly inserted for the purpose of allowing more freedom in the throwing of lateral passes, but the actual effect will no doubt

be the same in the case of forward passes and will also permit aggressive runners to break away in instances in which the whistle is not promptly blown.

The possible effect of this change on the officiating is of importance in the coaching of players, because the implication in the rule that the runner be less restricted is sure to result in at least some hesitation on the part of the official in ruling the ball dead when the runner is not cleanly and quickly thrown. It is only natural that an official will unconsciously retain the idea that this player must be given an opportunity to break loose or to throw the ball. Although the time between the "flash" in the mind of the official and the actual blowing of the whistle may be short in

A CLOSE student of football and its rules, E. C. Krieger, is a prominent official and an officer of the Ohio Association of Football Officials. He is the author of several books and pamphlets on football rules interpretations. He and E. R. Godfrey, Ohio State University line coach, supervised the taking of photographs to illustrate the 1934 football rules, which were published in the September, 1935, issue of this magazine.

some cases and long in others, in any case it may be of sufficient duration to enable the runner to accomplish what he wishes to do.

Because there will be in almost every instance a player behind the runner to whom a pass might be thrown, it seems both necessary and desirable that defensive players get the runner off his feet and on the ground as quickly as possible. Sharp, decisive tackling will be more advantageous than ever before in preventing the runner from attempting anything other than protecting himself after he is hit.

Effect of the New Dead Ball Rule

PROBABLY the greatest danger of the new provision is the opportunity it presents for the development of unnecessary roughness. Attempts to run or pass when held by an opponent are likely to be dealt with in vigorous fashion by defensive players, and, since the ball is still in play, it is not only legal but also sound tactics to cause the ball to become dead as soon as possible.

The runner is "still on his feet" unless some part of his person other than his hands or feet is touching the ground. Thus, a player who has been tackled and is falling forward may throw a lateral pass at any time before such contact with the ground occurs. Strict interpretation of the rule would indicate that the ball is dead when the runner is completely stopped or is falling backward, because he has no forward progress under these conditions. However, in my opinion, practically all officials will permit a player to throw the ball when these conditions obtain, this opinion being based upon the premise that most officials are inclined to give the runner every reasonable "break" that they can conscientiously give him. This theory is more or less substantiated by past performance in connection with rulings on the forward pass; nearly all officials permitting the passer to "unload" unless he is hopelessly "tied up." Some players will undoubtedly attempt to complete their play regardless of the opportunity remaining for a reasonable outcome. Throwing the ball only in order to be rid of it may easily result in an interception and six points for the opponents, or in a possible penalty for intentional grounding, in case the official is technically inclined.

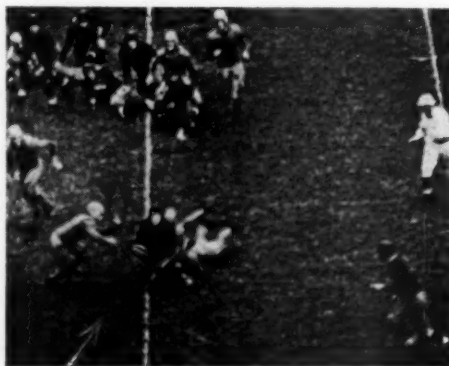
Players should be coached to heed the whistle and to confine their efforts after it is heard to protecting themselves, if they are thrown to the ground. Persistence in attempts to complete a play after the whistle is blown may draw a penalty for delaying the game or cause the runner to be punished by the defense.

The coach should recognize the fact that the difference in the timing of the whistle by different officials may upset his plans unless they are designed to operate under all conditions. The referee in the game

one week may be slow with the whistle and the official the following week may be quick with it.

Forward, Lateral and Backward Passes

UNLESS liberally interpreted, the addition of the words "if the pass is intercepted" to Penalty (2), Page 28, considerably alters the ruling on some types of illegal forward passes. Literal interpretation indicates that should a pass be thrown by Team A from 4 yards behind



The runner has been tackled and is falling forward. The lateral pass he is about to make to his team mate is legal because the runner is still on his feet. His knee has not touched the ground.



The runner, although in the grasp of an opponent, is throwing a pass to the player behind him. While a strict interpretation of Rule 7, Section 7, indicates that the ball is dead when a player is so held that his forward progress is stopped, the throwing of the ball in the case pictured above is clearly within the provisions of the new Supplemental Note. The runner in this case is obviously not stopped and could have in all probability pivoted away from the tackler had he not elected to throw to the trailer.

the line of scrimmage, the pass being completed and later fumbled with the opponents recovering the ball, the opponents could not elect to keep the ball, because they failed to intercept the pass. Likewise, should such a pass be thrown from inside the 20-yard line on fourth down and strike the ground behind the opponents' goal line, a touchback could not be elected because the pass was not intercepted. This

was clearly not the intention of the Rules Committee. The Supplemental Note following the penalty provides that the ball is dead when an illegal pass by the side which did not put the ball in play is caught by a player of the passing team, and also provides the same ruling in the case of a pass made from *beyond* the line of scrimmage by the team which put the ball in play.

The Supplemental Note does not cover a pass made from less than 5 yards behind the line of scrimmage nor a second pass made from behind the line which is intended to be backward but accidentally goes forward. Failure to include these last named passes is sufficient indication that the ball is a "live" one when the pass is completed, and if a fumble ensues it is reasonable to assume that should the offended team recover the ball it is entitled to the ball in lieu of the penalty. Preventing Team B from electing a touchback unless its players intercept such a pass behind their goal line is not only unfair but is contrary to the provisions of Rule 9, Section 6. The new words might be interpreted to mean that the penalty may also be declined if the pass is intercepted and may not be declined when the pass strikes the ground between the goal lines.

An interesting interpretation concerning the backward and lateral pass appears in the 1935 Rules. If the direction of the pass is parallel with the line of scrimmage, it is considered a backward pass, being a forward pass only when it is thrown definitely toward the opponents' goal line. The initial direction of the pass is the determining factor, and when a lateral or backward pass is deflected forward by a player of either team it is still a backward pass and a free ball which players of either team may recover, and which may be advanced if recovered by the passing team, although the ball may have struck the ground.

Out of Bounds Interpretation

AN apparent change in Section 21 of Rule 3, pertaining to out of bounds, appears at first glance to change the established method of ruling out of bounds when a player with the ball contacts a boundary line. No change was intended, the new Supplemental Note being inserted for the purpose of establishing a uniform ruling for all cases and to replace the *exception* which appeared in the Football Rules for the past two seasons.

Question 42, Page 78, of the Rules has been added to supplement the first part of the second Approved Ruling at the bottom of Page 45. It is clear that, under the circumstances outlined, the receiving team may play the ball without risk of losing it, and, should it do so and the ball be declared dead in its possession, either behind the goal line or in the field of play, it may elect a touchback or take the ball at the spot of the illegal touching.

Designation of Linemen

THE new Supplemental Note following Article 3, Section 2 of Rule 7, should be of interest to coaches. Requiring the field captain to designate, when requested by the referee or umpire, the center, guards and tackles of his team, when on offense, appears effectively to prohibit promiscuous shifting of players from the line to positions less than 5 yards behind the line of scrimmage. If the new Supplemental Note is to be at all effective, it can be interpreted only to mean that the captain is required to designate *which* players *ordinarily* occupy the five center positions as outlined in Article 3. The interpretation that these players are considered as ordinarily occupying a line position regard-

less of other positions they may occasionally assume is supported by the second Supplemental Note, Page 30, and by Question 24, Page 76, of the Rules. Giving the Supplemental Note this meaning should result in settling all arguments relating to the naming of players, and after they have been designated they will be considered in an illegal position if less than 5 yards behind the line of scrimmage when the ball is put in play.

The designation of these players is not required before the start of the game because of a possible change in line-up. At any time after the game has begun, it is proper for the captain of the team on defense to request the referee or the umpire to obtain this information.

When a lineman is permanently shifted to

the backfield, it can only be accomplished by notifying the referee of the change; otherwise this player is treated as a lineman and penalized if less than 5 yards behind the line when the ball is put in play. The permanently shifted player has the same privileges as any other back except that he may not again assume a position on the line, nor shift into a line position on any subsequent play. He may assume a position on the end of the line, or he may be the eighth man on the line when the five center men are occupying their customary positions. Why there is so much fuss about a shifted lineman is not quite clear, but it is the rule and must be taken into account by the coaches in building their formations.

(Continued on page 39)

The Use of Motion Picture Films in Coaching Football

MOTION picture films are of great use to us in checking up on our own, rather than opponents', football teams. Of course, we learn something of the general style of play of opponents by running off a film taken of a game the previous year. But this does not compare in usefulness with what we may learn about our own players from films taken in regular games of the current season.

When we are studying the offensive play of our team, we find the motion picture film especially valuable. If we have to depend only on our eyes, we must watch a particular man in a particular play to learn how well he is carrying out his assignment. With the motion picture film, we have a permanent record of the play of each man and can run the film through as often as necessary until we have studied each man individually.

Study of Offensive Play

WE can tell with the aid of the film whether the ball-carrier is starting soon enough, whether the ball is led correctly to the ball-carrier, whether he carries out a fake successfully, and whether he has set up the opposing tackler for the block. We can check the spinner's fake and note the "draw" on the defensive man, as well as how successfully he has covered the play.

We can also determine whether our backs and linemen are taking a regular stance or are making "give away" signs, leaning or "pointing" the play. To the failure of a lineman properly to block his opponent can easily be traced the cause of failure of a play to gain. In open field blocking, the blocker may have left his feet too far from his opponent and allowed him time

to avoid the block. A man may fail to maintain his contact after he makes his block. Failure of a blocker to keep contact and follow up the blocked opponent is noticeable as the latter slips away and makes the tackle. Weak-side men supposed to be cutting through to get the secondary are often shown to have "sleeping sickness," and, through a study of the film, full credit can be given to the aggressive blocker who cuts through, picks off the safety or defensive halfback and makes the cut-back go for a touchdown.



Francis A. Schmidt

Study of Defensive Play

EQUALLY as much can be learned from the film about the defensive play as about the offensive play of the team. The camera record takes in every player on the defense with the exception, perhaps, of the safety man.

Through study of the film we get a good idea of whether our end play is effective and whether the pass rushing and blocking are efficient; whether the defensive fullback is playing too close to the line or too far back, and whether he is meeting line plays promptly enough; whether the other men in the secondary defense are coming up at the proper angle and soon enough to protect the flanks.

Practical Application

I HAVE spoken thus far of the coach and his analysis of the play of his team. When members of the coaching staff have run the film through several times, they should be ready to call attention to the good points and the bad points of each of the players and also to make the corrections on the field. Both team play and individual technique should be studied and discussed. We usually keep a running account of the game, which gives a good opportunity to check on the quarterback's generalship in regard to the play used according to the down and distance.

We are planning to make strips of films of different individual techniques—the different types of blocking, tackling, passing and kicking. Our best players will be used in making these films so that the technique will be in each case as nearly perfect as possible. These films should be valuable to show all players, but especially to start the freshmen off right in executing the various fundamentals.

A Few High School Blocks

By Fred J. Marineau
Nampa, Idaho, High School



AS coach at Nampa Senior High School, "Lefty" Marineau has established a reputation for turning out football teams that know how to block. He started his coaching career as assistant freshman coach and scout at the University of Idaho. This fall he is beginning his twelfth year of high school coaching in southern Idaho. His Nampa team has won eighteen of its last nineteen games. In his eleven years in high school work, teams coached by Coach Marineau have won seventy-five games, lost fourteen and played six ties. Marineau is athletic director as well as coach at Nampa.

THE most difficult problem a high school football coach has to contend with is that of teaching the boys to block in the open field.

In our blocking, we insist on deception to the greatest possible degree, in the open and in the line. This deception is accomplished by head fakes, body fakes and footwork. We teach the footwork and other details on the dummy during the first week, and the second week we use "live bait" in the tackling pit, gradually speeding up the drills until the players are working "in high." The third week we go through regular drills on the playing field. We make our drills as close to game conditions as possible and do not use the dummy after the first week. Intensive spring practice is held in our school. In this, three-fourths of the time is spent on fundamentals. This gives us a little more time for work on our offense in the fall.

In Illustration 1, we see a blocker who is going after an end (when one man is used against an end) and getting ready to throw a shoulder block on him. The blocker starts directly at the defensive man, timing himself so that he gets in three movements before contact. Illustration 1 shows the first movement. Here the blocker has taken a step to his right as if to throw the block on that side; note the arms and the right leg, which are in good position to drive to the left for the second movement.

Illustration 2 shows the second movement, in which the blocker has turned his body to the left with a body dip and head duck just before his drive for contact; his left leg is "coiled" and his head is up to enable him to keep the defensive man within his vision.

In Illustration 3, the blocker has his contact and is driving. He has a wide base. His buttocks are low and straight back, and he has contacted the defensive man at the crotch of the neck and shoulder.





Illustration 4, showing the players in the same position as Illustration 3, was taken facing the blocker. This shows close contact on the neck and shoulder. The blocker's buttocks are low and he has a wide base. He is continuing his drive through the defensive man and away from the play. The movements are just the opposite if the defensive man is to be taken to the blocker's left.

We teach a roll and leg catch, as shown in Illustration 5, if either the shoulder or frog block is mistimed. In this illustration, the blocker has made his bid too soon and is turning to catch the defensive man with thigh and lower leg. Note that the blocker has the offensive man within his vision, which we insist on with all our blocks.

In the open field, we teach the frog or side block, as it is called by some coaches. This is shown in Illustration 6. If the blocker is approaching the defensive man obliquely, he drives past him as in the cross-over tackle, with the exception that he does not turn over. As the blocker makes his bid for contact, he drives off his outside leg, low and hard, catching the defensive man with his hip and thigh. The thigh should be whipped forward viciously. The dip, duck and drive are necessary so that contact will be assured. If the defensive man moves back after contact has been made, the blocker moves after him in a crablike movement to keep him out of the play.

If the blocker is approaching the defensive man from the front, his attack is similar to that shown in Illustrations 1, 2 and 3. He uses the same three movements on his approach, except that on his last movement he throws his side and hip into the defensive man, as demonstrated in Illustration 7. The incidental roll comes in here also if the speed warrants it and contact has not been obtained.

A roll every ten yards up and down the field every night for the first three weeks of the season teaches the boys not only how to roll but how to fall, which will bring dividends in fewer injuries later on.

In Illustration 8, an offensive lineman is shown using a cross-body block on a defensive man to plug up a hole on a run away from him or on a punt or pass. In this illustration the offensive player is blocking to his left, driving off his left foot, going past the defensive man, hooking him with his thigh, and staying on all fours as much as possible. We have our men face the defensive man on the drive. As in the illustration, the blocker's right side is higher than his left so that he can maintain his vision at all times.

Illustration 9 gives the opposite view of the situation shown in Illustration 8. Note that the blocker is well up on all fours. His back leg is "coiled," and he is watching the defensive man.

Illustration 10 shows the block we use
(Continued on page 33)



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JOHN L. GRIFFITH, Editor

The Tax on Athletics

MANY arguments might be advanced against the wisdom of taxing amateur athletics, but for the present we shall limit our discussion to but one phase of this question.

Since the government does not assume the right to tax education and educational institutions as such but does tax college athletics, then it is clear that the taxing bodies consider the college department of athletics as something apart from the educational program.

Undoubtedly the fact that a few of the college football games produce large gate receipts may have something to do with the attitude of those who levy taxes on college athletics. This being true, it may be well to look at this side of the question first. Only a few of the sixteen-odd thousand educational institutions that maintain athletic programs operate annually in the black. How many such are there? Probably not more than fifty; certainly not more than twenty-five, if the cost of maintenance of the entire physical education program is included in the budget.

However, the tax on admissions does not hurt football, the rich member of the athletic department in the large university. Rather it affects those members of the department that have been helped from football earnings. A recent study showed that, of 102 colleges and universities, intramural athletics were supported in whole or in part from gate receipts in 71 of these institutions. In the majority of these colleges the physical education department was supported in whole or in part from gate receipts. In the Big Ten Conference, where records are kept, the figures show that the ten member universities have spent a very large part of the money taken in at the football games in support of the less self-sustaining intercollegiate sports, intramural sports and physical education.

In the colleges where football is not self-supporting, the tax of course adds to the burden of those whose responsibility it is to pay the bills. Ninety of the colleges referred to reported that they could

not carry on their programs without gate receipts.

Much more might be said about the financial side of the question under discussion, but the important question is whether physical education activities, including the sports program, is or should be considered as a part of the educational program. We have before called attention to the seven objectives listed by the National Education Association. They are as follows: 1. Health; 2. Command of fundamental processes; 3. Vocation; 4. Citizenship; 5. Worthy home membership; 6. Worthy use of leisure time; 7. Ethical character.

The burden of proof that a sports program does not contribute to an educational process composed of the foregoing objectives rests with the dissenters. Those who maintain that sports do not fit into such a program and that Latin, geology, higher mathematics and the other academic subjects do contribute to the educational objectives must show what these subjects have to do with health, citizenship, worthy home membership, worthy use of leisure time and ethical character.

The fact remains that education is not susceptible of definition or measurement. This being true, we do not need to accept any vague definitions of education and athletics as propounded by the tax collectors. Of course, the government has the power if not the right to tax amateur athletics. Some one once suggested that the power to tax is the power to destroy. College athletics have not been destroyed by the tax masters, but the students who have been helped by the all-around recreational programs have been made to suffer.

The government believes in recreation, as is evidenced by the large sums of money that it has expended in the last two years for athletic fields and swimming pools, and in hiring recreational directors. Some of the money that has been used in financing the government's program of recreation has come from the tax on amateur athletic admissions. Would it not be wiser to permit the educational institutions to finance their own recreational programs than to take money from the gate receipts and with that money conduct Federally sponsored projects?

Another Football Season

FIFTEEN football seasons have come and gone since the first issue of THE ATHLETIC JOURNAL was published. The first five years witnessed the beginning of the great development in school and college athletics; the second five years, namely from 1925 to 1930, was the period of stadium building—large crowds attended the games and more and more students were reached by the physical education and athletic programs; the last five year period was a time of recession, during which the crowds fell off, gate receipts dwindled and the building of physical education plants came to a complete stop.

What about the next five years? The man who could answer that question would be possessed of a gift for prophecy. No one knows what the next

five years will bring forth. Stock market prices, real estate and many retail lines have improved. The crops generally throughout the country are good, and there is no doubt more optimism today than has been in evidence for some time. The unemployment situation has not improved. There were more unemployed in June, 1935, than in October, 1933. During that period we have spent approximately nine billion dollars to relieve unemployment. A government bond issue for the second time in the history of the country was recently undersubscribed. In spite of these things, there is evidence that school and college athletic problems are not today as acute as they have been for a number of years. The directors of athletics in the Big Ten Conference report that their ticket sales are ahead of the sales of last year, and the football receipts in this conference last fall were 32 per cent ahead of two years ago. What is true of this one conference is likewise true of other conferences and high school groups in other sections.

The Football Rules Committee has made very few changes in the rules; so no radical departure from standardized football may be expected this season. There is a feeling among the coaches that the lateral pass has not been developed to the limit of its possibilities and that, consequently, this year we may see more lateral and forward-lateral passing than in recent years.

Apparently there are no new problems connected with school and college athletic administration. In some parts of the country, recruiting of athletic stars has gone on apace, while, in other sections, college administrative heads are courageously insisting on the maintenance of athletics on an amateur basis. The coach who has the best interests of the game at heart will not excuse or practice any methods designed to subsidize athletes.

THE ATHLETIC JOURNAL greets the school and college coaches at this, the beginning of a new school year, and trusts that when another year has elapsed each will look back with a sense of satisfaction that comes only to a man who has done his work well and honestly.

The Professional-Amateur Game

THE best team in the professional football league defeated a team of college men who were selected by the votes of newspaper readers. The game was played on the evening of August 29th on Soldiers Field, Chicago, and was sponsored and promoted by the *Chicago Tribune*. The game was the second of its kind, a similar game having been played last year. The Chicago Bears won by a score of 5 to 0, making a goal from the field and a safety. This game has a number of interesting angles, among which are the following:

In recent years there have been those who, whether they were sincere or whether they had financial reasons for so doing, have been trying to convince the American people that professional football is vastly superior to amateur football. The two games so far played have not demonstrated

that men will play harder for money than they will for sport. Let us look at the record.

The Bear team this year, as last, was composed of fine former college players carefully selected by Mr. George Halas, the manager of the team. It goes without saying that Mr. Halas hired a sufficient number of good kickers, passers, plungers, guards, tackles and ends. Many of these men had played together as a team for several years. Since leaving college, all except the new members of the squad had played on the average twenty games a season. Thus, a man who has been on the Bear team for five years has played in approximately one hundred games of football since graduation. Every coach knows that a good team is molded in games and not in practice. The value of game experience such as the Bears have had is recognized without question.

The All-Star team was selected by newspaper vote. Those who sent in votes for this or that college player did so not with the idea of selecting the best kicker, passer, or the like, but because they thought that the men they voted for were fine players. It might happen some year that the fans would select forty quarterbacks and no linemen, and that none of the quarterbacks selected could pass or kick. The coaches of the All-Star team this year had but one outstanding kicker on the squad and they found it necessary to substitute frequently so as to make full use of this man's ability. None of the men on the All-Star team had any post graduate game experience. They were assembled only seventeen days before the game.

Now, in spite of the fact that the professional team was composed of men who have had a great deal more game experience than their opponents and that experts in the different positions were hired with a view to their ability to execute special plays, yet the fact remains that in two games in which this team has played against less experienced college players, the professionals have not been able to score a touchdown. Granting that in these two years the Bears have scored five points while the younger college men have not scored, yet the narrow margin of victory does not prove that professional football is superior to college football.

If the members of the professional team had been selected by popular vote to play against an all-star college team selected by popular vote, the contest would be more sporting, or if a fine college team were matched against a fine professional team it would be likewise. It is not fair to make invidious comparisons between professional and amateur football when the conclusions are based on the games so far played.

After all, eleven college men who have played together for four or five years should defeat eleven college men who never played together in a game. When a professional team in two games cannot score a touchdown against an amateur team such as the All-Star team, these claims that men will play better for hire than for the love of the game remain unproved.

Basketball Strategy Under the 1935-1936 Rules

By Clifford Wells

Logansport, Indiana, High School

HOW will the new rules for 1935-1936 affect basketball? In an effort to find a practical answer to this question, an exhibition game was played by the Logansport and Anderson High School basketball teams during the Seventh Annual Indiana Basketball School held in August of this year. The new rules were used throughout the game in order that the coaches in attendance could see and then discuss the new possibilities and set-ups that these rules might bring about. It is the purpose of this article to give these possibilities as brought out by discussions after this game.

As is well known, Coach Justin M. ("Sam") Barry, an instructor in the Indiana Basketball School and coach of the University of Southern California basketball team, with the co-operation of other coaches, tried out the game under rules similar to the new code last season on the Pacific Coast. With the elimination of the tip-off, the game at first appeared to turn into the "race horse" type of contest. Later, however, after the teams had played a few times without the tip-off, the game developed into one of coaching and individual skills. Coach Barry found that the elimination of the tip-off after successful free throws does away with approximately 30 per cent of the tip-offs. This is an advantage to a small, fast team. On the other hand, it is not so severe a rule as to handicap the big center unjustly.

Another advantage of the tip-off elimination is that it tends to kill the zone defense. The teams appear to go after the ball more. After a successful free throw, an offensive man cannot touch the ball. If he does, a technical foul results. A defensive man puts the ball in play. The official does not handle the ball, and this provides a defensive man the chance to recover the ball and to attempt a fast-break if he desires. If his team is behind, naturally a fast-break is attempted. However, if it is late in the game and his team is ahead, he can take his time and play slowly. The ball may be put in play at any spot in the end zone which is out of bounds, after the recovery by a defensive man. It seems best to allow the same man to handle the ball and form the habit of recovering and jumping out of bounds to start the play.

The official does not blow his whistle on a successful free throw. This more than ever before keeps the official in the background and helps to keep down the "razzing" by fans.

FOR a number of years, Clifford Wells has taken a prominent part in Indiana basketball. His teams have always been championship contenders and in 1934 the Logansport High School team under his direction won the state title. In recent years, he has instructed in Indiana basketball coaching schools, and during the past summer was the only high school coach on the staff of the Kansas High School Coaching School. Coach Wells is active in improving athletic conditions in his state. He was prominent in the formation of the Indiana High School Coaches Association and became its first president. Other articles on basketball will be published each month this fall. Readers may find helpful at this time the articles by coaches of state championship high school teams which were published in the last May and June issues.

A suggested set-up on offense after a successful free throw under the 1935-36 rules is shown in Diagram 1. X5 recovers the ball and jumps out of bounds with it. He passes to X2, who meets the ball. X2 passes the ball to X3, who in turn dribbles, if open. If not open, X3 passes to X1, who cuts in toward the middle of the floor and goes down the center lane on the fast-break. X4 goes down the left side line. X1, X3 and X4 make up the three-man fast-break for the goal.

Diagram 2 shows how offensive men are located in the front court as they break and attempt to beat the defense back. X5, after recovering the ball and jumping out

of bounds, passes in and trails, as shown in Diagram 2. X2, after passing to X3, becomes a trailer for the three front men. X2 and X5 are in good defensive positions in the play. X3 may dribble down his side of the court, if he is open, or pass to X1, who has cut in to the center of floor. X4 breaks from his position on the free throw line down the side of the floor, as indicated by the diagram. Should the offensive team fail to beat the defense back, then it has the opportunity to set up its next play in the front court.

This same play could be started by X4. In that case, X1 would go to meet the pass in. X3 would cut toward him to meet the pass and go down the side of the floor he cuts toward. X2 would be the middle man in the fast-break. X5 would go down his side of the court to complete the three-man break for the goal. X1 and X4 would be the trailers on the play.

Another suggested set-up after a successful free throw is shown in Diagram 3. X5 passes the ball to X4, who has cut out toward the corner of the floor. X4 then passes to X3. The latter in turn passes to X2, who has cut in toward the middle of the floor, as indicated by the diagram. X2 may dribble down the center of the floor, if that is open; pass to X1, who has gone down one side of the floor; or pass to X5, who has gone down the other side. X3 and X4 are the trailers and guards on the play.

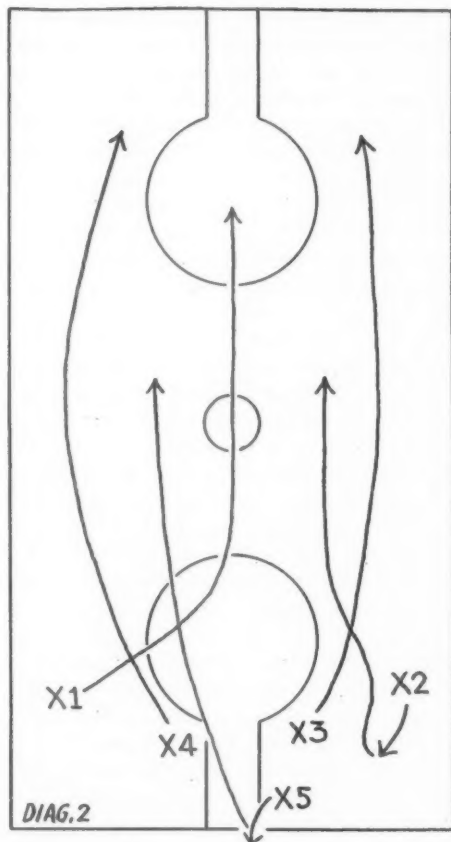
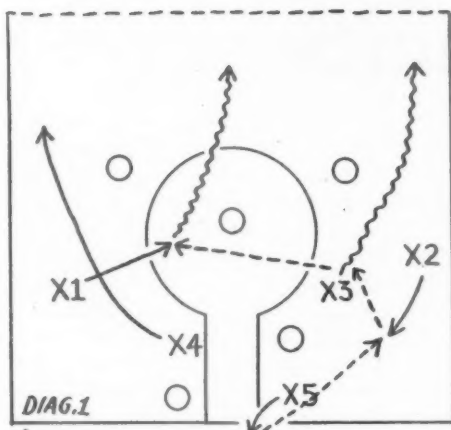
Diagram 4 shows the possibility of laying a man back when a free throw is being attempted by opponents. If the free throw is made, then the play is attempted as follows: X5 recovers the ball and jumps out of bounds with it. Then he passes to X4, who in turn passes to X3, cutting in toward the middle of the court. X3 then passes to X2, who may dribble and pass to X1. X1 is the man who stayed back on the play. He must not break to meet the pass too quickly, as he must observe the three-second rule in the free throw area. The ball must be played quickly, and X1 must be in and out of the free throw area in three seconds, or he violates the three-second rule, and the ball goes to the opponents out of bounds.

An important change has been made in the three-second rule, which is to apply in the free throw area and to eliminate the roughing and fouling that have been caused by the pivot play during the past few seasons.

It appears that the pivot man will have to go in to meet the ball and work fast, or



Clifford Wells



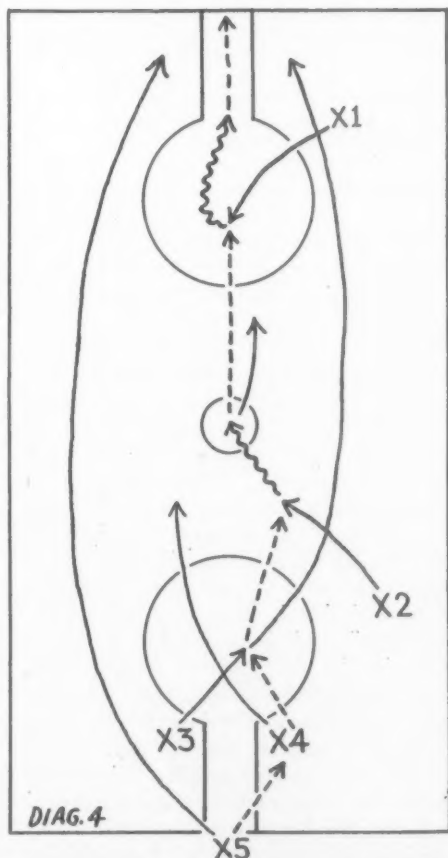
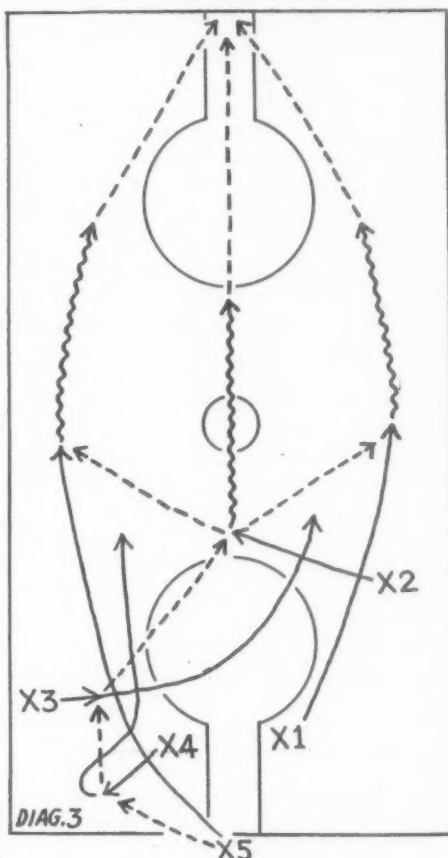
play outside of the free throw area.

In Diagram 5 is shown a proposed set-up with the pivot man outside the free throw area. X5 has the ball and passes to X1, the pivot man, who may pass to X4, or to X5, after X3 has screened for X5 on the play. X2 fakes as if to go in and then goes out for a possible spot shot, as is shown in the diagram.

A variation of the same set-up would be as is shown in Diagram 6. X5 passes to X1, the pivot man. X4 and X5 cross-screen and cut around X1 for the goal to take a pass from X1. X3 fakes and follows in late, while X2 goes back in defensive position and for a possible spot shot.

In Diagram 7, another possibility is illustrated for getting a pivot man in scoring position. X4 has the ball and passes to X1, who cuts to meet the pass. At the same time, X3 breaks across the free throw area to the outside of the free throw circle

and receives a pass from X1. X4 goes around X1 and in toward the goal. X2 screens for X5, who goes around X2 and in

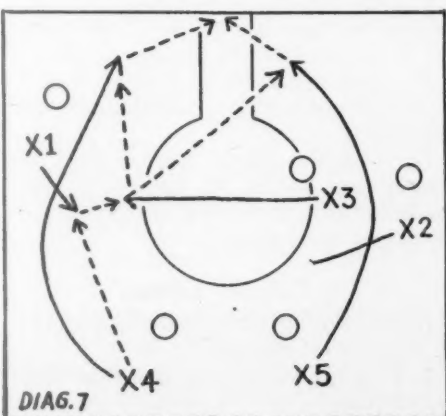
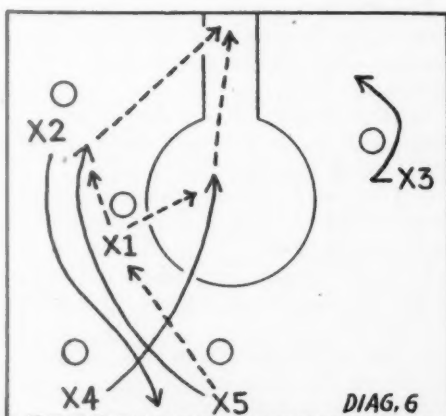
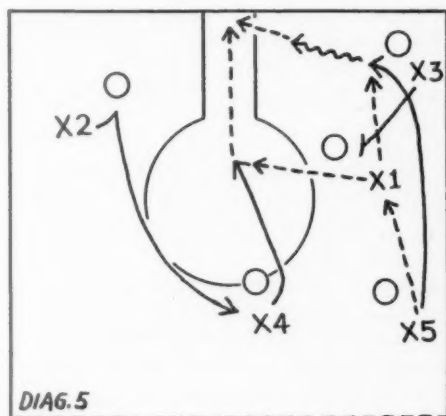


toward the goal. X4 or X5 may receive a pass from X3. X1 and X2 assume good defensive positions.

One of the suggested drills for a pivot man is to have him slide in and out of the free throw area in three seconds. He may use a "jig slide" of the feet and change direction.

One of the new rules that seems to put the defensive team at a disadvantage is the one which keeps all players except the two jumpers outside of the free throw circle when a held ball is called in this area. It gives a fast man a chance to get at the ball. The opinion of coaches at the Indiana Basketball School was that the tips on these jump balls in the free throw circle will be "stolen" by speed men more often than in the past. This will be true because the big, tall man will not be able to take a position close to his center and receive the tip over the heads of the small men.

The opinion of coaches at the Indiana Basketball School was that the fans will like the new speeded-up game.



Lateral Pass Fallacies

By Joe Pipal
Occidental College

ONE of the most regrettable oversights of this sportive age is the neglect of the development of the lateral pass in our great game of American football. The retarded or spasmodic development of the lateral pass must be charged in great measure to the conservatism of our college and university coaches. Slowness to take advantage of the possibilities of this play to a large extent has been due to, and also the cause of, many a fallacious notion regarding the lateral pass. To be more exact, there are about a dozen of such fallacies at the present time slowing up the development of the lateral pass.

It is my intention not only to enumerate these fallacies but also shoot them full of holes. I hope also to give helpful hints regarding the fundamentals of lateral pass play.

Fallacies Regarding the Lateral

THESE are the fallacies:

1. That the lateral pass is a most dangerous play.

2. That the lateral pass should be thrown as nearly laterally as possible.

3. That the English Rugby method of passing the ball backward with an underhand or underarm swing is a suitable technique for lateral passing in our game.

4. That our football fields must be widened to the English Rugby field proportions to make the lateral pass workable in our game.

5. That the lateral pass should be discouraged if a fair gain was made on the first part of the lateral pass play.

6. That the second or third lateral pass should be discouraged if a good gain was made on the first.

7. That special formations of the English Rugby lay-out variety are needed for the play.

8. That an unusual open field runner is needed on the receiving end of the pass to make the play workable.

9. That playing the English game during the off season is a sufficient foundation for the development of the lateral pass.

10. That Canadian or English Rugby experts can help with our lateral pass development.

11. That the lateral pass is hard to execute and harder to develop, as the coaches cannot afford to give the time for its proper development.

The Fallacies Exposed

IN the following paragraphs, these eleven fallacies are exposed.

1. *That the lateral pass is a most dangerous play.*

This is one of the commonest fallacies regarding the lateral pass. Many coaches feel that when resorting to the use of the pass they are subjecting their teams to the hazard of losing the ball. Lateral pass play, when rightly conceived, is no more dangerous in that regard than any other open field or so-called trick play. Properly foundationed lateral pass play is always covered by the potential second and even at times the third receiver of the pass. I recall that during my first two years of experimenting with the pass at Occidental College, back in 1913 and 1914, we did not lose the ball to our opponents once on the play. In those days, when possession of the ball was even more highly treasured than in our more modern football, that was no small achievement, for it recommended the play to my squad. And confidence in a new play on the part of the team is more than half the battle won.

A PIONEER in the use of the lateral pass, Joe Pipal has for a number of years been preaching and practicing this department of the game of American football. It is his contention that many fallacies exist which have prevented wider acceptance of the lateral. In this article, he exposes eleven of these fallacies. Mr. Pipal is the author of several articles and a book on the lateral pass.

After two years of this experimenting with the pass, I reported my findings to the late Walter Camp, who expressed keen interest. The following football season we found a Canadian Rugby expert at New Haven helping Coach Frank Hinkley introduce the Yale squad to the lateral pass secrets or technique, as developed in the English game, unfortunately, and not with lasting results. When reporting to Mr. Camp my experience, I recall using these words, "You Eastern standpatters are afraid to experiment with the lateral pass because you are afraid of losing the precious pigskin." That fear still has us "buffaloed" and is the chief retarding factor in the development of the pass. The Football Rules Committee, under the wise leadership of the late E. K. Hall, sensed this situation, went to the extreme back in 1927 and passed the rule giving the lateral pass practically the same protection as the forward pass enjoyed. This rule, however, was modified the following year, and rightly so. The lateral pass does not need such protection, for it is not so dangerous as a reverse, a double reverse

or any other double or triple pass play, nor is it so risky as a flat, short forward pass with all the protection the rules give it.

2. *That the lateral pass should be thrown as nearly laterally as possible.*

The lateral pass should not be lateral. This may sound like an Irish bull, but nevertheless it is true. The lateral pass should be thrown distinctly on a backward angle. To be more specific, it should be thrown at least two or three yards back of the lateral line. There are four reasons for this: first, it is harder to intercept by the opponent; second, it allows the potential receiver to remain longer in his original position, and not give the play away, thus helping with the deception and proper timing of the play; third, it gives the receiver a chance to get his bearings and get set for the forward thrust; and, fourth, it makes the play fool-proof against throwing the ball forward.

3. *That the English Rugby method of passing the ball backward with an underhand or underarm swing is a suitable technique for lateral passing in our game.*

This is a rather common fallacy. In the English game, in which no interference or blocking is permitted, there are only the none-too-aggressive high tacklers to contend with, while in our game we have the fierce, on-rushing, low tacklers and, in addition, our blockers and slowed-up interference to pass the ball over. Thus, the pass must be as nearly overhand as possible. Space here does not permit a description of the technique of this overhand method. I must state, however, that it is not a basketball push pass, which cannot be made on the run. For information on the throwing of the pass, the reader may refer to my article on this subject in the October, 1928, issue of THE ATHLETIC JOURNAL.

In our American game, the defense is better organized than in English football, and thus the first advancer of the ball on the play must aim to carry the ball farther into the danger zone and hang on to it longer, so as to disorganize the opponent's defense by drawing it out of its position. This is the object of any trick play, the lateral pass especially: to disorganize the defense.

Several summers ago I was asked to lecture on the lateral pass, in addition to giving a complete track course at the Utah State College Coaching School. Wallace Wade was there giving the main football course. I arrived on the campus late one morning and went directly to the football field, where I was informed Coach Wade would have his football coaching class for

practical demonstration. Upon arriving at the field, I found the pupil-coaches in a huddle in the grandstand extolling Coach Wade's instruction as he was giving it out to them in his inimitable manner. Without introducing myself, I inquired what Mr. Wade discussed that morning and was told that the passing game was the subject, the forward pass in particular and with some discussion of the possibilities of the lateral pass. I asked, remaining still incognito, "What does Coach Wade think of the lateral pass?" and was told he was not very enthusiastic about it. (He had a lot of company in those days, but has changed his mind since.) The boys further added that he stated that if his ends and tackles did their duty and the defensive halves held their ground or remained in their position, he did not see how anybody could work a lateral pass on his team. And he was right. No lateral pass play will work if the defense is not disorganized, and no trick of any kind will work if the defense is not drawn out of its position. Trick play is no play at all if it does not do that. That is why I contend that nothing must be overlooked that will aid in disorganizing the defense, not even the way to pass the ball.

4. That our football fields must be widened to the English Rugby field proportions to make the lateral pass workable in our game.

In the English game, in which no interference or interferers are permissible, the ball-carrier receives no assistance for cut-in or cut-back maneuvers. Hence, he must run away from all his opponents, and that necessitates a wider field. In our football it is not necessary that the ball-carrier run away from everybody, as some of the would-be tacklers will be cut down by his interferers.

When your lateral pass play invariably sends the play wide and stations or sends its receiver wider, you have overlooked the most important fundamental of the play in its initial deception and timing essentials, to say nothing of having turned your back on the oldest fundamental in our game; namely, the importance of working the ball away from the side lines where blind alleys develop with considerable gusto and where no touchdowns are recorded. If our coaches would realize the tremendous advantage we have in our interference for this play and use it, they would soon discover that the Rugby or backward pass has greater possibilities in our game than it ever had in the English brand. I cannot make this too strong.

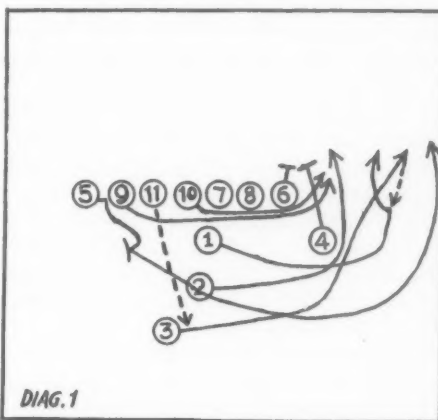
5. That the lateral pass should be discouraged if a fair gain was made on the first part of the lateral pass play.

This is unsound psychology and even worse strategy, for if a fair gain was made by the first advancer of the ball on the play, the lateral pass part of it is sure to work, for then we have drawn the secondary players in out of position, leav-

ing the field clear or nearly so for the pass receiver.

6. That the second or third lateral pass should be discouraged if a good gain was made on the first.

This is as fallacious as the fifth fallacy,



A lateral pass play which starts as a wide end run is shown in Diagram 1. Back 3 takes the ball and runs wide, drawing the opposing left end wide, and passes backward and slightly in to 1 for a cut-back end run. The interference acts the same as on an ordinary short or cut-back end run. Back 4 helps 6 with the defensive tackle opposite. Linemen 9 and 10 come out of the line, if fast men, and lead the inside part of the interference, back 2 leading the outside part of it. Back 3, after passing backward, if not tackled, goes after the defensive left half-back. End 5, after checking in the line for one count, protects 1 on the inside and then moves wide for a possible second lateral pass. This play has wonderful possibilities if 1 and 3 are clever men and work well together.

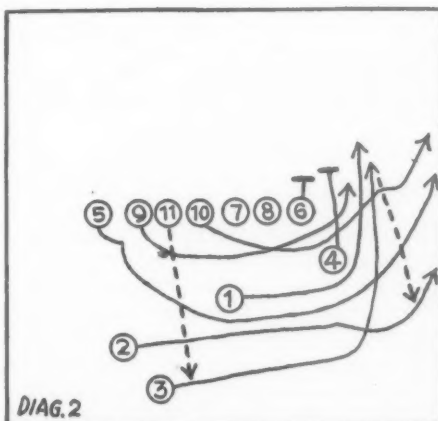


Diagram 2 shows a lateral pass play that starts as a cut-back end run. Back 3, on receiving the ball, starts wide, takes two or three steps to the right and then cuts back inside the opposing end. Back 2 starts with 3 and does not begin to run wide to receive the lateral until after 3 has started to cut in. In this play, the ball-carrier has the benefit of fine interference by one or two running guards who swing inside of the defensive left end. Back 1 just brushes the opposing end out, and then goes for the nearest defensive back, giving protection to 3 so that he can advance the ball to, or, better still, beyond the line of scrimmage before passing it backwards to 2. End 5, after delaying two counts, may be used to cover up the play and be ready for a second lateral pass.

and deserves almost as wholesale condemnation.

7. That special formations of the English Rugby lay-out variety are needed for the play.

This is where the Canadian Rugby expert back in 1915 gave Yale an unfortunate start with the pass. Yale had fair success with the play the first season only, because the pass was so new to everyone. Harvard coaches were "scared to death" by the play, and, though Harvard defeated Yale, they were wondering what Yale would do to them with the pass the next year if they were so successful with it the first. Late Coach Percy D. Houghton in his usual long-headed, open-minded and progressive scheming, upon learning of my experience with the play, invited me to spend a week with him at Harvard during the pre-season training. I thought Houghton wanted me to help him get started with the pass. But, upon arriving at Cambridge, I soon learned that Percy's chief concern was how to stop the Yale lateral pass. Not having had any experience developing a defense against the play, as none of my opponents used it at that time, I was not sure I could be of any great assistance. However, when learning from Houghton that Yale invariably used the play from a right or left spread formation of the English Rugby lay-out variety, I was able to call his attention to the fact that no other strong play, except possibly a forward pass, was possible from this formation; and that was all that was necessary.

If you use a formation like that or any other special formation from which you cannot work your strongest running plays, you are on the wrong track. Your lateral pass play, in order to disorganize the opponent's defense, must give the impression of being one of your strongest running plays, preferably inside of the defensive ends and worked from your regular formation.

8. That an unusual open field runner is needed on the receiving end of the pass to make the play workable.

A coach can use an exceptional open field ball-carrier in any trick play. However, in the lateral pass, the "king pin" of the venture is the man initiating the play and not the second. This first man has a very complicated assignment. He must know where and how far to carry the ball and when and how to pass it. The time to pass it now under the new rules will be when the runner is in, or almost in, the grasp of an opponent, and after he has cut in and reached at least the line of scrimmage but has preferably gone beyond it.

This requires more than simply a smashing, 200-pound fullback to wrap his ham-like hands around the pigskin oval and bull his way down the field until knocked over. It requires power, yes, but, in addition, dexterity of the hand, alertness of the

eye and nimbleness of the brain; in other words, resourcefulness. Not a bad addition to the educational feature of our great American game, this lateral pass maneuver! However, the fact that it takes considerable gray matter, and that brawn is much more easily secured or developed than brains, may be another cause for the slow development of the lateral pass. The beefy football squads of recent years indicate where our weakness lies. It indicates a tendency to swing along the line of least resistance.

9. *That playing the English game during the off season is a sufficient foundation for the development of the lateral pass.*

I doubt very much whether playing the English game has any wholesome effect in developing players for our American football. It will, of course, develop the ability to handle the ball, but playing basketball will do that. The entire strategy of the English game is so different in its fundamentals that I doubt if playing it is the best foundation for our game in its lateral pass development. It still is a moot question whether Pat O'Day of Wisconsin and Dick Hyland of Stanford developed unusual playing ability in American football and received All-American recognition because of their experience with Rugby football or in spite of it.

10. *That Canadian or English Rugby experts can help with our lateral pass development.*

Such assistance did Yale no lasting service. Canadian and English Rugby coaches have no conception of how to make use of our interference, and, let me

repeat, this is fundamental to the development of the lateral pass in our game.

11. *That the lateral pass is hard to execute and harder to develop, as the coaches cannot afford to give the time for its proper development.*

There is more truth in this than alibiing. I am not saying how much more. However, with proper conception of the foundation principles of this play, avoiding all pitfalls and stressing real fundamentals right from the start and at every turn, you will make faster progress with the play than you might at first anticipate.

I once gave this play to a green squad of freshmen who had never seen it before, and they worked it for consistent gains on five different plays in their second game of the season, which, by-the-way, proved to be the hardest game on their schedule. On one of the lateral pass plays these freshmen gained 30 yards on a triple lateral, thus demonstrating how quickly confidence in the play can be gained. They seemed willing to use the play as often as any other. Then, after their first touchdown, they further showed their confidence in the pass and surprised their opponents, and their own coach as well, by calling for and executing a beautiful lateral pass for the extra point. You can imagine with what assurance these freshmen handled the play when they reached the varsity. Last fall, Occidental College in its most important game turned the play loose on its chief rival and so confounded this opponent that the game turned into a runaway parade for Occidental. The players, mentioned above,

who were exposed to the lateral pass in their freshman year, took a prominent part in the rout. And the end is not yet.

Players who have had much experience with the play in their freshman year will give any squad which has neglected the pass much to worry about.

Introducing the Lateral

IN this diatribe, considerable criticism has been offered, but the intention has been that every critical jibe should also have a constructive and a helpful hint. One of the most important and constructive suggestions is that the freshmen squads should be initiated into the secrets of the lateral pass early and with much emphasis. If the freshmen are thoroughly drilled in this pass, then the varsity coaches will find that the play will take no more time to develop than any other phase of the attack.

Freshmen squads can afford to take the time to work on the fundamentals of the play. They can also risk experimenting, and taking chances with it which the varsity cannot take. Freshmen will thus be given every opportunity to learn from the blunders they make, which at the start are inevitable and even necessary, so as to stress the important fundamentals of the pass from every angle. They must be exposed to this luxury of expensive tutoring—experience, and much of it.

Until the time comes when the lateral pass is more commonly used by our high schools, this work on the play with our freshmen squads must loom all important.

Offensive Soccer

By Samuel Fralick

Director of Clarke School Playground, Chicago, Illinois

OFFENSIVE soccer is important because a good offense is a good defense. A team that can score many goals consistently will go a long way in any league. A team that has a good scoring combination will win a large number of games. Also, a team whose forward line can score at ease will have confidence in itself. Some teams seem to fall apart when they are losing by a goal or two.

In teaching offense, I find it best to begin with such fundamentals as dribbling, passing, kicking and trapping the soccer ball. It is best to divide the group so that there are at least two lines of boys facing each other about forty feet apart. In each line the individuals are about arm's length apart.

Teaching the Fundamentals

THE first lesson I devote to dribbling the ball. With the class arranged in two lines, I have the boys use one ball and dribble it from one line to the other, in a

criss-cross fashion. Here I emphasize the importance of keeping the ball as close to the player's feet as possible at all times. If a boy does the exercise wrong, I stop him and correct him in front of the group so that all benefit from the correction.

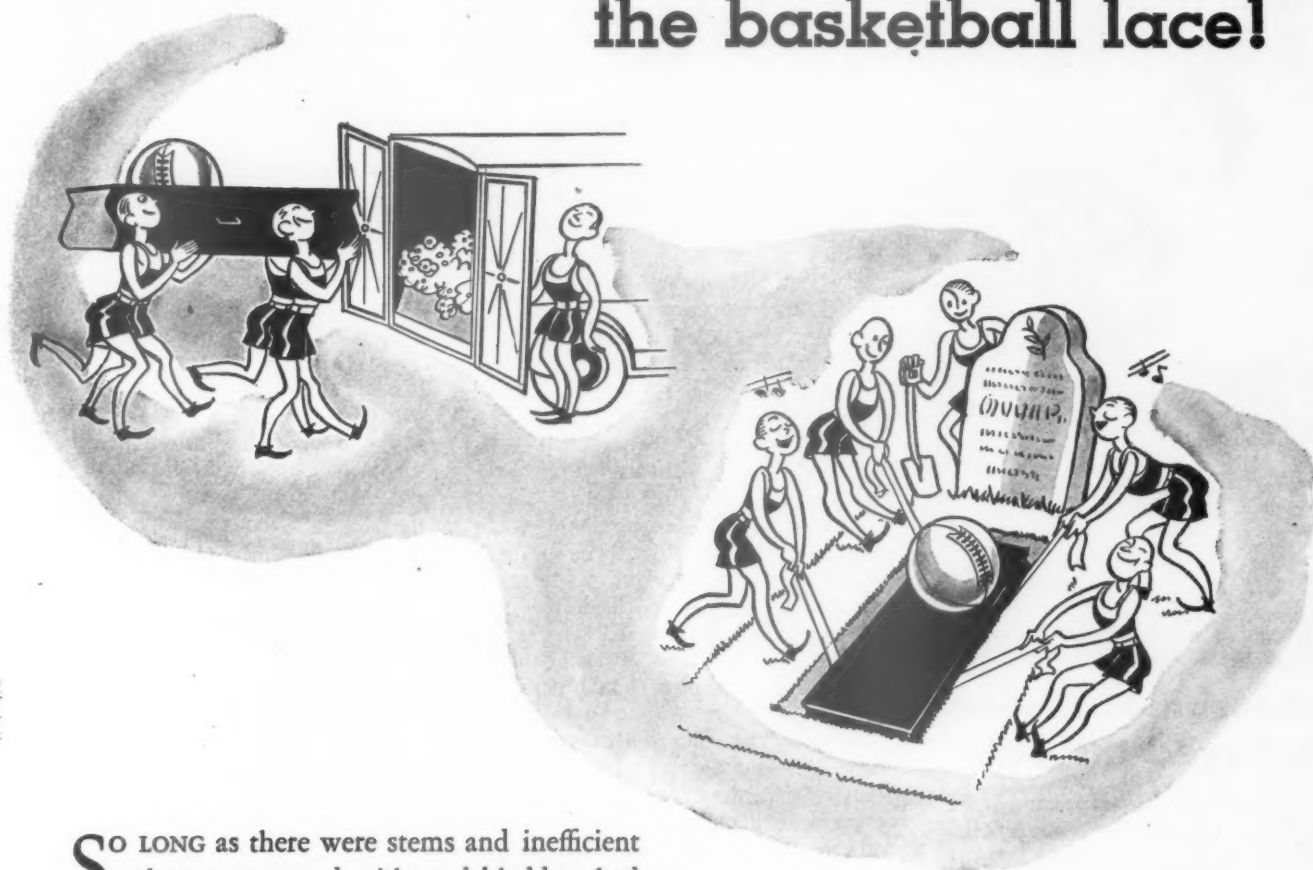
I have the boys start the exercise from a slow run. I emphasize the use of both feet in advancing the ball, having them dribble it very easily by just pushing it with the instep of the left and right foot alter-

nately. At first I emphasize the use of the eyes both on the ball and on the position of the feet in relation to the ball. After the exercise has been gone over a good many times I try to have the boys do the same exercise by just glancing down at the ball and looking ahead as it is pushed along so that when the same thing is performed in a game the dribbler will have control of the ball and at the same time be on the lookout for his team mates or his opponents.

Passing a soccer ball can be taught in the same manner except that the two lines should be brought closer together, about twenty-five feet apart. At first I emphasize that the ball must not be in motion before it is passed. The ball should be trapped and then passed. This gives the boy control of it. The ball is passed from one line across to the other, from one individual to another who is standing opposite. It should be kicked with the inside of the foot, sideways. The player passing

A NUMBER of requests from readers for articles on soccer indicates that this sport is increasing in popularity as an intramural and playground activity. Samuel Fralick, the author of this article, has played with several well-known soccer teams, the Spartans, the Olympics, the Canadian Club and the Norwegian-Americans. Another article by Mr. Fralick, "Soccer as a Sport for High School Boys," appeared in the September, 1934, issue of this publication.

Reach marks the passing of the basketball lace!



SO LONG as there were stems and inefficient valves to contend with, and bladders had to be removed and replaced, the basketball lace was a necessary evil.

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*Based on actual letter from our files.

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Athlete's Foot

the ball should stand with his side toward the opposite player receiving the ball. The receiver should stand facing his partner and receive the ball by trapping it. He should immediately look toward the spot to which he is going to pass the ball and then kick it to his partner on the opposite line.

After the boys have learned to dribble and pass the soccer ball, then I teach the combination of the two. I send out two boys at a time, have them keep about ten feet apart, and dribble and pass the ball as they run up the field for a distance of forty feet. Then they stop, turn around and do the same things coming back. In this way they learn to dribble, trap and pass the ball on the run.

Offensive Formations

IN teaching offense, I have all five forwards run down the field together and pass the ball to one another, the center passing to the inside right, the inside right to the right end, the right end to the center and he in turn to the left end, who passes to the left forward. Then the five forwards bring the ball back in the same manner. The center should pass to his left forward, too, so that he gets used to passing to both sides of his team.

Some teams depend on a fast-breaking center forward to score all of their goals, some depend on their forwards and still others depend on their wing men for scores. I like to teach all five of my forwards to kick goals, to break fast, to be able to dribble past a fullback and to shoot for the goal. Five good forwards who can shoot well, who can also dribble well and run fast will be a constant threat to an opposing team throughout the game.

The players in the halfback line should always cover up their forwards and keep the ball in front of their forwards at all times. The center halfback is the key man on offense and defense. He should be able to pass in any direction, and be able to break up opposing plays.

Scoring Plays

SOCCER is a game that has very few scoring opportunities, especially when two teams are evenly matched. So, if a coach has some good offensive plays for his boys, he has an advantage over his opponents.

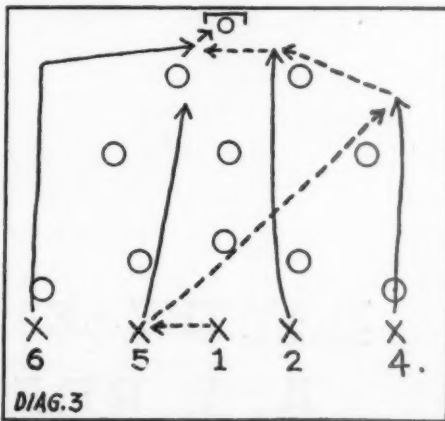
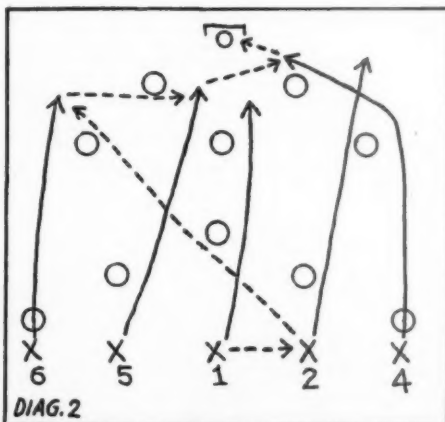
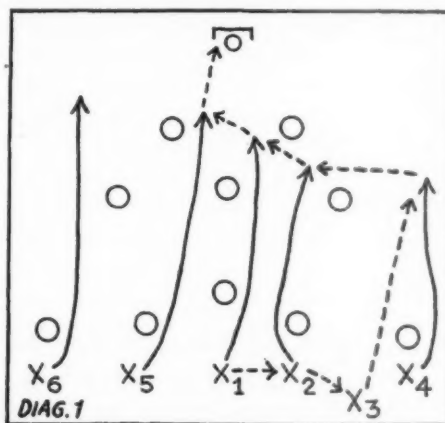
Diagram 1 shows a play that can be used effectively from kick-off formation. In this and the following diagrams, 1 is the center forward, 2 is the right forward, 3 is the right halfback, 4 is the right end, 5 is the left forward, and 6 is the left end. The path of the player is indicated by a solid line, the path of the ball by a broken line.

In the play in Diagram 1, the center forward, 1, passes to 2, 2 passes back about 5 yards to 3, and 3 passes to 4 along the

right side line to a point on a line with the opposing fullbacks. Player 4 then passes to 2, who passes to 1. Player 1 passes to 5, who shoots for the goal.

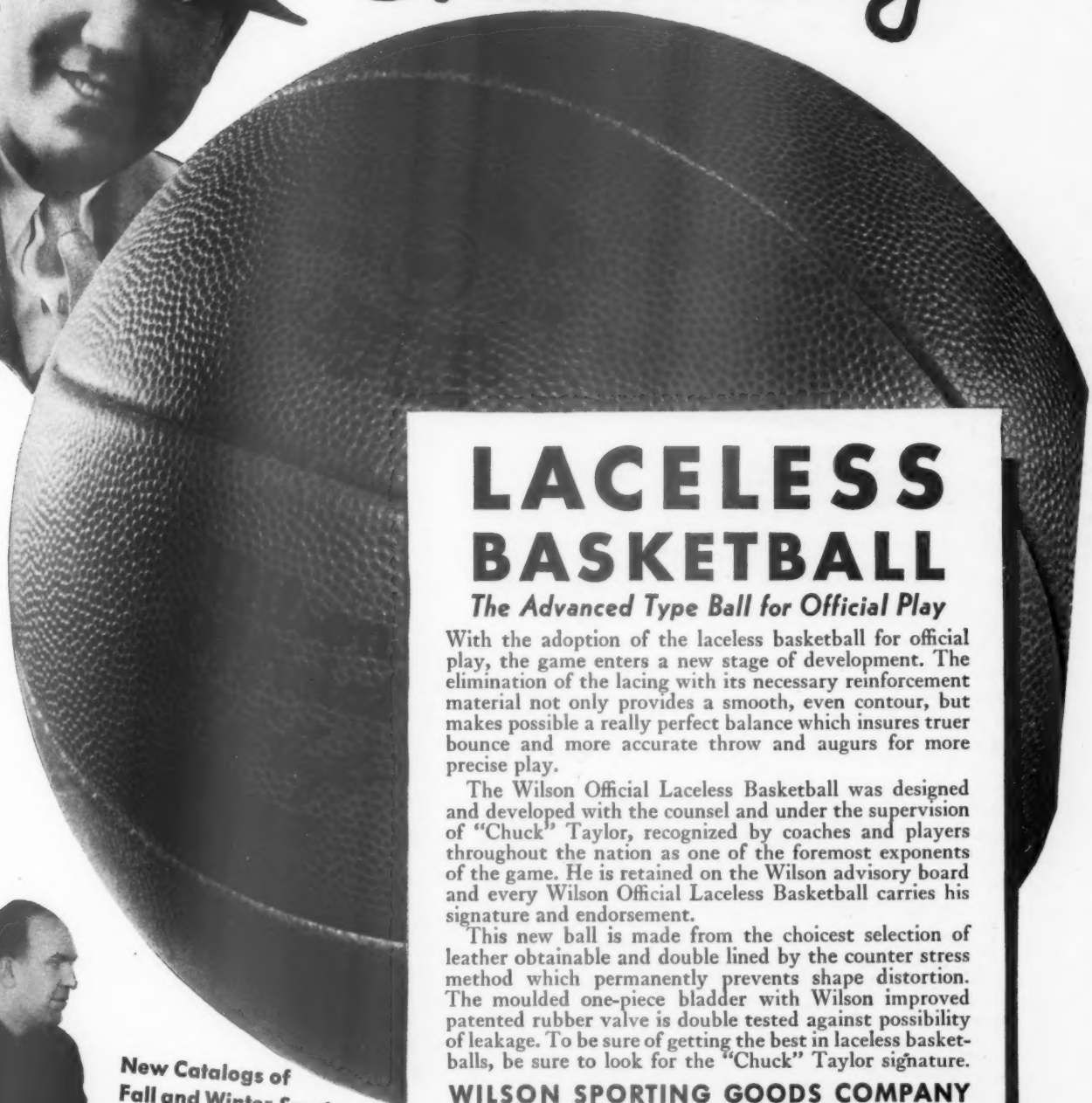
In Diagram 2, 1 passes to 2, and 2 passes to 6 along the left side of the field between a defensive halfback and fullback. Player 6 passes to 5, and the latter passes to 4. Player 4 shoots at the goal. Player 2 runs diagonally to the right, as indicated, to attract the opposing fullback's attention.

In Diagram 3, 1 passes to 5, and the latter passes to 4, who is near the right side line. Player 4 passes to 2, who has run up the middle of the field. Player 2 then passes to 6, who has taken the course indicated and who shoots at the goal. Players 2 and 6 wait until the ball has passed the fullback before they go after it so that they will be onside. If they run beyond the fullback and then receive the ball, they will be offside.





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SPORTS EQUIPMENT



for SEPTEMBER, 1935

Training, Conditioning and the Care of Athletic Injuries

The Football Season

By Walter E. Meanwell, M.D.

Director of Athletics, University of Wisconsin

AT the beginning of the season, the candidates for the football team will vary greatly in physical condition. Some will be overweight, some soft and easily winded, and again there always will be some who, through overconscientiousness and desire to make good, already have gone beyond their midseason weight and condition and are even underweight and "fine."

All these candidates are enthusiastic and anxious to make the team, and so the early practices start off with great bursts of speed and unrestrained energy. Many candidates are practically put out of the running, or at least badly handicapped for weeks, if not for all season, by the effects of immoderate work in the first few practices. Whenever possible, therefore, all practices should be supervised and the men should work out only under direction.

Some one should be in command of the field from the first to check, restrain and advise as to the kind or intensity of the physical work. The emphasis should be to moderate the character and the length of the early practices, and especially so with respect to the opening period of these early practices. Avoid early scrimmage. Stick to fundamentals for all for from seven to ten days. Knute Rockne employed from ten to fourteen days in preparing for scrimmage. This time spent on fundamentals and in work with small groups in teaming, in dummy style, will condition the men, speed up their reactions and improve co-ordination. It will toughen, reduce and harden the overweight lads, and it will improve the weight, strength and condition of the light, underweight fellows by normally stimulating their appetites and digestions and by inducing restful sleep.

Early Season Drills

IN the early season, especially, grass drills are of much importance as a preliminary warm-up and as an introduction to the more vigorous practice of the day. Preliminary to the exercise, the men take positions on the ground, face down, or on back or side, or on hands, knees and feet, and then go through complete but moderately intense bendings, twistings, flexings and extensions. Grass drills teach control of the body as a whole in the performance of normal, "whole body" movements and

changes of position and are both vigorous and conditioning. Calisthenics, on the other hand, as usually taught, require the action of relatively few, isolated groups of muscles in such artificial and apparently purposeless movements that the players rarely participate either forcefully or pleasurably enough to derive much benefit from them. Therefore, there is a marked preference for the grass drill as a preliminary warm-up exercise for the squad as a whole.

Despite all precautions as to the amount and character of the workouts, however, the untoward effects of unaccustomed or too vigorous exercise are manifest by the

ALTHOUGH Dr. Walter E. Meanwell is best known in the sports world as a coach of basketball, he has for the past twenty-five years been closely identified with the training problems of athletic teams. Inasmuch as he has had years of experience as both coach and physician, the information contained in this article may be regarded as both theoretically and practically sound. This is the first of a series of articles to be written by Dr. Meanwell on the general subject, "Training, Conditioning and the Care of Athletic Injuries."

number of lads who seek advice or aid at the close of practice. Here comes the need on the part of the coach of some tact in handling the situation. He should be ever alert to safeguard the health and welfare of his young charges and should teach that both life and limb may be lost, and in fact are lost every season, through the infections, "blood poisonings" so-called, that follow the neglect of simple antiseptic precautions and first aid measures. He should impress upon his men the fact that any break in the skin or any abrasion presents the possibility of infection and danger. Skinned knees and elbows, and broken blisters on the heels and up the "heel cord" have resulted in the temporary loss of many a brilliant player, and defeat as a result.

The coach and trainer should realize that while the non-athletic lad seems to be becoming more effeminate and soft with the years, the athletically trained ones, in contrast, frequently affect a "he-man" attitude with respect to minor injuries, characterized by a dangerous disregard for injuries and ailments that really merit attention. I have known the fear of being termed an

"adhesive tape athlete" to keep really injured boys from reporting for assistance.

A good rule is to require all players with sore feet, sore throats, colds, swollen glands or so-called "kernels," and especially with abrasions or breaks in the skin regardless of depth or extent, to report for inspection and to determine whether or not they need special attention. No wound, ache or pain is too slight to warrant attention, and the "he-man" attitude should be replaced by one of solicitude for every physical ailment. I believe that this can be done without unduly increasing the number of "adhesive tape athletes" on the squad.

Care of the Feet

OF the many minor ailments of the early football season, perhaps those of the feet require most attention. When the candidates for the squad first report for practice, their feet are not in condition for severe play. The foot structures are not toughened to the type of strain and shock incurred in football, and the skin of the feet is soft, moist and easily abraded and blistered. The wearing of high-topped, closely-laced shoes and heavy stockings would alone be sufficient to induce profuse sweating and burning of the feet. When proper precautionary measures are not followed there frequently result blisters on the feet, filled with clear fluid or with blood.

The best preventive for this condition of blistered feet, apart from the wearing of clean, soft socks and well fitting shoes, is deliberately to toughen and dry the skin of the feet by the use of one of the following procedures:

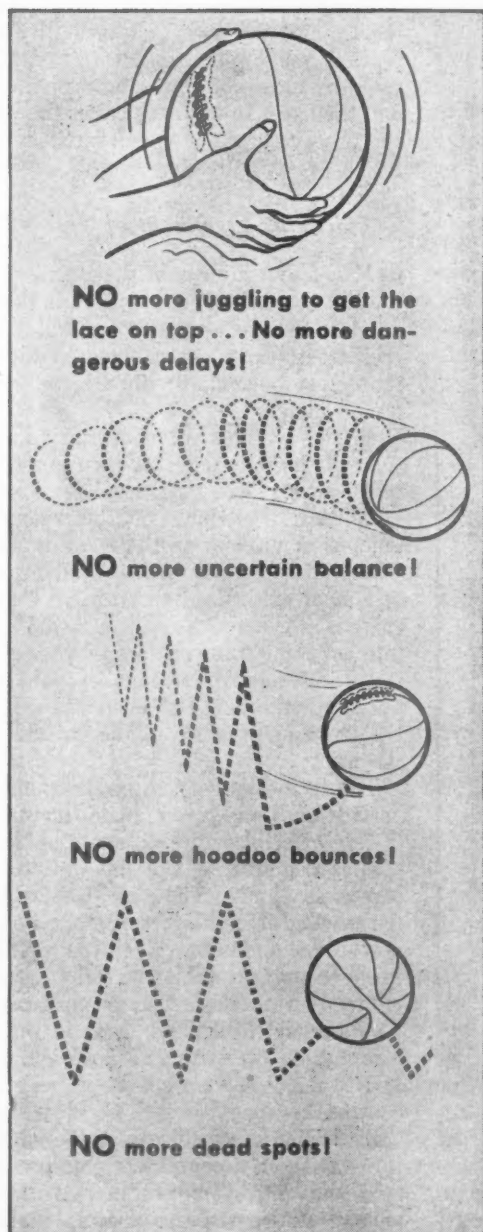
A. Paint the skin of the feet in susceptible places with compound tincture of benzoin and allow it to dry on the foot. Then dust with talcum powder to prevent the socks from sticking.

B. Soak the feet from three to five minutes in a bucket of water in which a heaping handful of tannic acid powder has been dissolved. Either treatment A or B may be carried on daily until good condition of the skin has been secured, and even in the presence of small blisters or abrasions the treatment will be of benefit.

A heavy lather of bath soap over which the sock is drawn acts as a good lubricant and may also tend to prevent blisters.

Regardless of precautions taken, some feet will blister in the early season if the

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practice has been at all severe or the weather warm. If the blisters are filled with clear, watery fluid, they are the so-called "water blisters," and the tannic acid foot bath or the compound tincture of benzoin application is usually sufficient to insure comfort and cure. All large blisters should be opened at their base, where the blister rises from the healthy skin, after first being painted at the point to be opened with mercurochrome or a similar antiseptic. Place gauze over the area and tape it down. Iodine is too painful to be used on simple, uninfected blisters. It may cause plenty of trouble if painted over relatively large areas, especially on the occasional boys who are especially susceptible to ill results from it.

Precautions must be taken to sterilize the needle or fine blade used to open the blister. Direct heat, as from a match or other flame, is best employed; next best is to rest the instrument in a solution of strong phenol (carbolic acid) and then rinse it off with alcohol to neutralize the acid which, otherwise, will burn the skin. Remember that severe infections are readily transferred from one person to another by fingers and by instruments which are not clean.

Good Things to Come!

MANY interesting and helpful articles are scheduled for the October issue. Discussion of a defense for the single wing-back is only one of the good articles on football. Further discussion of football fundamentals is also promised. For the benefit of coaches who start basketball practice early, the great indoor game will again come in for its share of attention. Among the other articles scheduled for the next and succeeding issues are the following: The second part of "Some Factors of Consistent Winning," by William Lee Rose; "The Proper Care of Athletic Equipment," by Paul Twitchell; "The Prevention and Care of Athletic Injuries," by Dr. G. G. Deaver; "Problems of College Intramurals," by J. K. Rash; "Intramural Sports at the University of California," by Everitt L. Mossman.

Should the blisters become infected, as frequently happens, the case may become serious and warrant much careful attention. The point of trouble on the foot becomes very painful and is often thickened with the pus that usually accumulates, although at times serious trouble results before the boy is fully aware that much is wrong. Often the first complaint is not about the foot but about the swollen, painful glands, lumps or "kernels" in the boy's groin. These feel like large peas or marbles in the crease near the crotch. They are lymphatic glands, which are normally there to sieve out impurities and which are being overwhelmed and swollen by the infected matter generated in the blister. They are a certain and never to

be neglected sign of danger.

To summarize: A blister beneath which is fluid or which feels soft to the touch, and which usually, although not always, is white in color and has an area of redness surrounding it, should be opened freely, with proper precautions as to cleanliness, and the area washed out with an antiseptic. If evidence of the spread of the infection is apparent, as when the glands in the crotch swell, or if the redness is streaky and extends up the leg and thigh, the case should pass from the care of the coach to that of a physician.

Following the opening of the blister in the training room with cleansing by antiseptics, the application of heat is indicated by means of lamps, hot applications and the like. In ordinary cases, the use of the rubber doughnut or felt circle is helpful to prevent pressure on the sore spot.

General Treatment of Sprains

THE major injuries of the average football season are sprains. It is best to consider them as a class at first and discuss their treatment in general before taking up that great bugaboo of the athlete, sprain of the ankle.

Sprains of joints are momentary dislocations of the joint surfaces with immediate replacement. They are usually associated with tear, stretching of the ligaments, tendons or muscles on the one side of the joint and some compression and bruising of similar tissues on the other. Usually there is swelling as a result of hemorrhage into the joint from rupture of vessels and from an excessive amount of fluid produced by the synovial membranes lining the joint, in response to the irritation of the injury.

The diagnosis of severe sprains should be verified by X-ray, to eliminate fracture.

The principles of treatment of severe sprains are quite definite and apply to the care of any joint. These are, first, to limit the amount of swelling; next, to hasten the absorption and removal of the swelling; third, to prevent adhesions forming to the joint, or break those that do form before they become firm; and, last, to prevent atrophy, or loss of muscle mass and tone, and to maintain tone of the muscles that control the joint.

Limitation of swelling in severe joint injuries is best accomplished by pressure, cold and rest. Immediate pressure, by moderately constricting gauze bandages, followed where possible by the immersion of the bandaged part for about thirty minutes in ice cold water, is good treatment to restrict swelling. When immersion is impracticable, pack with iced cloths or ice bags. Following the application of cold, apply "elastic pressure" by wrapping a layer of absorbent cotton smoothly about the joint and then binding this firmly by bandages drawn moderately tight, so as to produce even, constant pressure.

Follow cold and pressure by rest, as nearly absolute as possible, so that the broken vessels that usually result from a sprain can heal. Rest, pressure, and ice bags on the day of the injury are indicated—not heat and massage as is so commonly employed in training rooms.

On the following morning, the indications for treatment have changed. Swelling has stopped and may have been reduced somewhat and bleeding about the joint has stopped. Therefore, effort should now be made to hasten the removal of swelling, the fluid in the swollen joint, to maintain tone in the muscles and to prevent adhesions. Heat, therefore, is indicated; hot towels, packs and the lamp for twenty or thirty minutes. Gently massage the entire area up to the hand's breadth of the place of injury. Massage around but not on or over the injury. Massaging the injury itself irritates it and increases swelling. It also increases the possibility of adhesions and thickening, and so delays cure. Massage gently and deeply, first above, then below and around the injury, always at a distance from it; never over or into it until the active pain and swelling are past.

Begin passive movement as soon after twenty-four hours as comfort permits and follow with active movement of the carefully guarded joint as soon thereafter as the patient wishes. Tape the joint to support weakened structures and then move it by voluntary effort.

There are many worthwhile methods of taping sprains, the principle of which can be outlined by describing the method first advanced by Dr. Gibney. How to employ the criss-cross method of applying tape will be detailed in another article on sprains of the ankle.

A Few High School Blocks

(Continued from page 19)

on the defensive tackles and other inside players if they charge high. The blocker on the right makes his bid instantly and gets his position while the blocker on the left hesitates a fraction of a second, stepping to the inside, then driving his head into the middle of the defensive man and continuing to drive. We never have any trouble with anyone slipping through on this block.

Illustrations 11 and 12 are opposite views of the high-low block we use. In this block, we insist on the low man getting in close to the defensive man's knee and partially facing him. The low man must keep his inside thigh high and inside, as Illustration 12 clearly shows. Illustration 11 shows the high blocker in good position for his drive and lift. He has his contact and a wide stance. His buttocks are low, he has vision, and he is "coiled" and ready to dump the defensive man gently but firmly.

for SEPTEMBER, 1935

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AJ-9

Some Factors of Consistent Winning

By William Lee Rose

Director of Athletics and Coach, Calvert School, Baltimore, Maryland

IT is recognized that a team not grounded well in fundamentals is never a good team. It is also apparent that winning involves more than a fundamental knowledge of the sport being learned. When the fundamentals of a sport have been taught, the coach's job has only begun. Many of the additional factors, other than fundamentals, may be easily overlooked. The proper adherence to these additional factors, along with the knowledge of fundamentals, will determine finally the amount of success the coach may expect.

The application of many of these additional factors to the problems of coaching are discussed under the following topics: Why the Desire to Win? Personal Aptitudes of the Coach, Practicing and Game Preparation, and Forcing the Breaks.

Why the Desire to Win?

THE desire to achieve is inborn with us all. Unfortunately, this desire does not carry with it the power to accomplish. It is this desire which is the very essence of athletic participation. But merely taking part is not enough. There must be opposition or obstacles to overcome. The mainsprings of interest in this process are the love of struggle and the flirting with dangerous situations. As a people we love a contest, but at the same time we have a fervent desire to win. It cannot be surprising then that our procedure in an activity should be conditioned by this desire; and that we seek by every fair means ways of accomplishing it.

This innate desire or inner drive evolves in a fear-hope relationship. It applies to life activities as well as sports. Both phases of the relationship are influenced by our emotional impulses which prompt us to act.

It should not be our purpose to maintain too definite a balance between this fear-hope relationship. That would be a neutral position, and a neutral person is dead. Nor should we encroach upon the extremes of the relationship. We should seek situations which are, in a degree, relative to our capacities for meeting them.

Athletic coaches have an added implication in the fear-hope relationship. Generally speaking, they are confronted not only with the task of satisfying and guiding the desires of their players; it seems to be imperative that they win a majority of the games on their schedule.

Winning is desirable, yes! Winning just

IN this article, William Lee Rose has listed what he considers the most important factors that contribute to the winning of athletic contests. Four of these factors are presented and analyzed in the first part of the article, published this month. The factors discussed in the second part, to be published next month, are Selection and Development of New Material, the Importance of Morale, Self-Promotion Plus Modesty in the Coach, and Strategy as a Determining Factor. A careful reading of this article will aid in a self-analysis that may, perhaps, contribute to a more successful career for either the young or the experienced coach.

to accomplish an end, regardless of the cost, is not desirable and should not be condoned.

From the standpoint of the annual turnover of coaches, the indications are that the average coach either turns out a winning team or he is turned out. Being turned out is the inevitable fate of the consistent loser. This is done without regard for the conditions which cause the success or failure of his teams. All sense of proportions are evidently sacrificed to the "Gods of Victory."

Personal Aptitudes of the Coach

THE successful coach has a general fitness for one of the most difficult jobs of teaching. He is enough of a psychologist to be able to get the maximum effi-

ciency out of each of his players. Any given group of individuals will possess a variety of temperaments. A differentiation in individual handling is necessary in a way which will inspire each player to give his very best.

One of the many problems confronting any coach is his own mental attitude. He will believe in the goal he has set out to achieve and in his ability to attain that goal. The man may have been a star in his day, and he may possess a thorough knowledge of the game he is teaching. But unless he has a personality that inspires confidence, that compels respect, that gives wise leadership and commands admiration so that his players appreciate him as a man, he cannot be a successful coach.

The successful coach also has a sense of humor. As a matter of fact, one of the most important factors in coaching is possessing a sense of humor. Humor is so powerful an element that its cultivation may well be a major concern. There are occasions when a sense of humor is imperative if the coach is always to retain his self-respect. A sulky disposition of the coach after an unexpected reversal! Alas! What is more deteriorating to team spirit and his own respect?

The coach will remember that humor and wit are not synonymous. While the former is always genial and kindly, the latter may not be so. Humor is an attitude, and that is something far more than making jokes.

There are times when the proper use of praise and approval is essential. Every coach has to decide just when to compliment his players. He will not overlook the placing of credit where credit is due. Praise is a powerful means of gaining good will. He takes advantage of this human trait which makes everyone take pride in work well done, and he commends at the proper time. Players enjoy, most of all, approval on points about which they themselves are not sure. It is essential in arousing interest and loyalty. There is one precaution of which the coach is constantly aware; a small minority of players go to pieces when praised. Others whom it is dangerous to praise must be handled roughly at times. It is wiser to praise too little than too much.

What about the relationship of the coach with his subordinates and associates? The coach is cognizant of the fact that such an organization as an athletic department bases its existence on the



William Lee Rose

whole-hearted co-operation of the entire staff. Any jealous or envious feelings, no matter how well they seem to be hidden, is devastating to complete harmony and the end sought. Timely recognition of worthy assistance is certainly in keeping with good leadership. The *esprit de corps* has its place in the coaching staff as well as in the team itself. All must work together for the common good.

The successful coach "says it with pictures" when talking to his players. He has a much better chance of impressing the mind if pictures are painted. Since most people are visual minded, he uses visual images for best results. This calls for the technique of putting players graphically into the situation. He is specific, talks in simple terms and uses simple and familiar illustrations in describing.

His voice is varied to capture and hold attention. The tone is not invariably on the same note, or his voice becomes tedious and less effective. Few things tire the mind of any listener like a droning, monotonous voice.

What is the coach to do about the so-called jinx? Some players have a superstition complex to which they will attribute certain failures. It might suffice to mention that this so-called jinx is entirely coincidental. The superstitious type of mind does not comprehend these occurrences. The successful coach will continuously check and belittle the accepted implications which seem to substantiate the coincidents.

Coaching, among other things, serves a two-fold purpose: first, and most important, the molding of personalities, and, second, winning a reasonable number of games. There are no selfish ulterior motives in the shaping of these personalities. The players under the coach's influence and guidance get the first consideration, and rightly so. The by-products are purely incidental, secondary and non-determinant. There is no other influence so great as a skillful coach with the right social purpose. He seeks to build men, not mollycoddles.

Practice and Game Preparation

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(Continued on page 43)



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Football Coaching Problems of Neophyte Coaches

By Victor J. Di Filippo
Rutgers University

THERE is no intention on my part of delving into the intricacies and complexities of football plays and formations, or of writing a treatise on how to play football, but rather of passing on some experiences and advice to recent physical education graduates and neophyte coaches. I sympathize with a coach breaking in because my own experiences are still vividly impressed upon my mind. Many good books on football are available, but there are many situations which are not discussed in books. It is with these that I am going to deal.

Only two years ago I graduated from my college, Rutgers University, and after assisting for a while I was named head coach of the St. Peter's High School football team of New Brunswick, N. J. This personal experience, coupled with the fact that I have been teaching physical education theory courses to students at Rutgers and checking on their experiences in practice teaching and coaching assignments, has further increased my knowledge, especially in the field of football coaching. It has also given me an up-to-date perspective on some of the current problems. You will notice that in the following paragraphs I am dealing with difficult situations. In all cases, you are to presume that the coach is a novice, inexperienced as a paid coach, perhaps just out of college, in a strange town and unknown to the residents or to the players. In cases in which these conditions do not exist, or exist only in part, the situation becomes easier to handle.

Organization of the Squad

THE first problem you may meet is the organization of the squad. I had played varsity football in high school and college and had extensive training in coaching, yet when I started coaching I was at a loss as to where to begin. Some one may say, "Well, that is easy. Start in by conditioning your boys." This is good advice, but suppose you have not enough boys to organize a squad, or, in some cases, to form even one team. That is a problem that may face a great many coaches out on their first assignment. Since practice usually starts about two weeks before school opens, the boys cannot be contacted through the school; therefore, outside sources must be relied upon. The newspapers are a most convenient source of help. In some small towns where there are no newspapers, you must start a mouth

ALTHOUGH the author of this article, Victor J. DiFilippo, graduated from Rutgers University as recently as 1933, he has had more than his share of coaching experience. He has held positions as coach at the Essex County, New Jersey, Junior College, and at St. Peter's Preparatory School of New Brunswick. Last year he served as an instructor in the physical education theory courses at Rutgers and was also employed by the Newark Board of Education as a recreation director. This article is an expression of the ideas of a young coach who is talking to other coaches only slightly younger.

to mouth appeal for more players.

When school opens, signs on bulletin boards, mass assembly meetings of the student body and notices through the rooms are all mediums to get in touch with the boys and arouse football spirit. Then, one day, you may find that in the orchestra the big, husky boy who so deftly handles the bass viol has potentialities as a guard and that the tall, lanky youth who gracefully manipulates the trombone may be taught to make good use of his height and long arms as a receiver of passes. This means personal contact and scouting, but, if your college psychology professor has done a good job, you should be able to persuade boys to come out for practice and convert many a recluse or book-worm

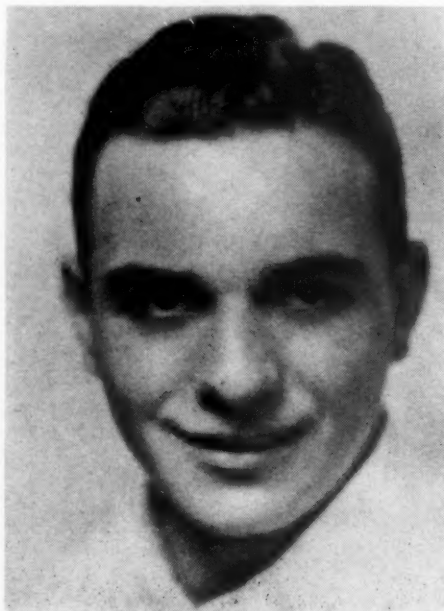
to devote some time chasing a football. But do not suppose that all these boys will "stick it out." Your job has only begun, because now you have to keep them out on the practice or playing field.

Practice sessions must be attractive. Each boy must be made to feel he is an integral part of the team. Even the third and fourth teams, if you are so fortunate as to have enough players to form that many teams, need an occasional word of praise and a little personal attention. On the day the varsity players rest, call out the substitutes and give them your undivided attention. Your dividend will be their faithfulness throughout the season. Keep in mind that varsity players eventually graduate, or, if they linger too long, the age limit will make them ineligible. This business of keeping a full squad out for the whole season is most important and requires much tact and attention on your part. Above all, keep every player busy, because, by satisfying that most important instinct of play, you have a natural hold over him which is as strong as any artificial incentive you might create.

Equipment

ASSUMING you solve the above problems, you are now ready to start practicing. Or are you? Well, maybe you are and maybe you are not. The answer is dependent on how much equipment is available. Maybe last year's coach knew he was "going" and did not bother to patch up jerseys, pants and the like. Or maybe the school board forgot to include, in the budget, money for the football team. Nevertheless, for one reason or another you discover more equipment is needed. Perhaps the boys may dig up or borrow some, or perhaps the nearest large high school or college will be only too glad to let some of its old material go for a nominal sum. Usually one of the sporting goods concerns, with whom the school does business, will advance uniforms and take a chance that the team will draw enough to pay for the equipment.

Sometimes a school dance will prove a successful source of revenue. Student athletic associations issuing student game books have proved to be a popular means of financing athletic teams. By giving the students a minimum flat rate on all games if they buy game-books, you will be able to gather some money before the season begins and use it for buying what you need most.



Victor J. Di Filippo

The Schedule

WHILE discussing finances, I suggest that the new coach pay strict attention to the schedule of games, because the success of the team, both financially and from the point of view of a satisfactory record, depends a great deal upon this.

Skillful scheduling means allowing at least one month of practice before the opening game, locating your most difficult games near the middle of the season or just a little later, having "breathers" in between hard games and playing teams in proportion to the ability of your team. Acquaint yourself with the records, if possible, of the teams you expect to book and remember, above all, that the welfare of your team is your first thought, regardless of personal prestige or financial success.

Attitude of the Coach

NOW that you have a fairly presentable squad, enough equipment, and a balanced schedule, start checking up on yourself as the coach. Do you work your boys almost to death? Do you expect your backfield men to throw and kick as you do? (Don't forget it may have taken you ten years to achieve that skill.) Are you considerate of injured players? Do you try to give the impression of being a "tough" coach? The "toughest" coach I ever had was a quiet, unassuming individual, who spoke with a soft Southern drawl, but who was respected and loved by all of his players. He would scrimmage his men for hours, run them miles and miles, and yet make them like it.

Following is a list of suggestions which touch upon some of the above points:

1. Don't hesitate to get into a football suit, and, if you are able to demonstrate the desired skill, do so, for the visual memory of a player is at least equal to any other type of memory. But don't ever, under any circumstances, engage in a test of physical prowess with your players.

2. Make up your training rules before the season starts and then ask that the team adhere to them. There should be no exceptions. Discipline and will power are much desired character traits. If you don't teach your boys an ounce of football but do inculcate character, then you may feel assured that your job is being well done.

3. Get a good book on bandaging and learn how to bandage knees, hands and ankles, since injuries to these parts of the body are the most common. Serious cases should be handled by a doctor.

4. Never allow boys to play without helmets or shoulder pads. The days of Frank Merriwell are gone.

5. Give your team enough plays to launch an attack from one side of the defensive line to the other, enough aerial plays to give each receiver a chance to get

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a pass, one or two trick plays, a reverse, a cross-buck and one or two line plays from punt formation. Then make every man on the squad learn the assignment of every player on each play. Don't worry about the number of plays. If the boys are intellectually bright, give them enough plays to keep them busy. Boys love to run through intricate plays. Satisfy that urge but take your quarterbacks into your confidence and explain that the simple plays are the best and that they are to call their fancy plays only when instructed by you. I have found that fifteen plays is sufficient. Then, again, remember that Phi Beta Kappas are not plentiful even on football teams. In some cases, after teaching four plays, you will find a couple of your players already writing their plays on their football pants. Above all, always keep in mind that even though you have only one play, if everyone carries out his assignment, that play is always good for a touchdown.

6. Make practice sessions short. Get the boys out as early as possible for practice and bring them in early enough so that they can eat supper with the family. Otherwise you will have some irate father or mother "on your neck" for letting a boy miss his meal.

7. Be friendly with the team but not chummy.

8. Don't talk about your players with every Tom, Dick and Harry, because most of the time you will be misquoted.

9. Get acquainted with the other faculty members and ask them to keep you informed as to the grades of the players. They will be only too glad to receive this suggestion from you.

10. Newspapers can be good friends or very bad enemies, according to the way in which you treat them. Give them all the information you think they need, and they will co-operate with you. Ask them please to give credit to individual players after they have shown they deserve such praise.

11. Have every man on the squad pass a doctor's examination before your first day of practice.

12. Post your locker rooms with pictures of leading football players, and charts showing proper methods of blocking, tackling and the like. Keep yourself in touch with football and physical education; for instance, subscribe for a good athletic magazine.

13. Appoint enough managers to take care of and pad properly all equipment. Although the shell type of pants involves a greater initial cost than others, you will profit in the end if you have this type, because it is more easily cleaned, and replacements need be made only of the parts worn.

14. Select approved officials for your games and teach your boys to respect these officials. Your captain should be taught to ask the officials to explain any questions

he may have, and that a courteous request for the interpretation of a decision is always better than a "squawk."

I have discussed some of the most pertinent problems, but I do not claim that my solutions in all cases are correct. My main purpose is to bring to light these problems, since I believe that to be forewarned is forearmed.

The 1935 Intercollegiate Football Rules and the Coach

(Continued from page 17)

The current interpretation providing that the man substituted for the player who has been giving defensive signals may give such signals before a play has been run is fair and reasonable. For some years it has been possible for the coach of the team on offense to give the signal for a crucial play by substituting for his signal caller, but his opponent was not given the same privilege in directing the defense. I see no reason why a so-called defensive signal need to be a number. If the same privileges are to be accorded both teams, a player directing the defense should be entitled to place his men, since the player coming from the bench to direct the offense is not, in actual practice, limited to the calling of a number, especially when the huddle is used.

Miscellaneous Changes

THE coach should be sure that his field captain understands that the penalty for a personal foul committed by the receiving team after the kicking team illegally touches a ball kicked from scrimmage may be declined by the kicking team, thus requiring the receiving team to take the ball at the spot where it was illegally touched. Because these fouls rarely occur and because the ruling is contrary to the principle of offset fouls, the captain should make it his business to ascertain the time of the foul in order to retain his rights in case of misinterpretation.

Requiring the referee to cause the captain and the coach to be notified when their three legal time outs have been exhausted is a desirable addition to the rules. Officials who have been pursuing this practice for several seasons have found that it is greatly appreciated by the coach, who cannot be expected to know from his position on the bench to which team the time out is charged. Failure of the referee to cause this notice to be given would make it difficult for him to enforce a penalty if the coach should later send a substitute into the game when the watch is running. The field captain is in the best position to keep an accurate check on the time outs and needs to know the correct status at all times in order to govern his own requests for time and to make sure that his coach has been notified.

for SEPTEMBER, 1935

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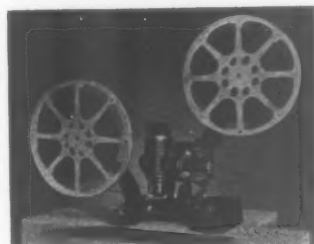
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Non-Contact Versus Contact Touch Football

By H. Harrison Clarke
Syracuse University

THE present popularity of touch football as a recreational sport is easily understood in the light of the great interest shown in football during the fall of the year. The fact that, in order to play football with satisfaction, the contestant must be in excellent physical condition, adequately equipped with special protective devices, skilled in necessary fundamentals and in possession of a knowledge of intricate team plays has been the cause of individuals turning to touch football for recreation in order to satisfy the urge to play this great American game. Although football is spectacular from the standpoint of both the players and the thousands of spectators who witness the game, the desire on the part of large numbers of people to play it can be satisfied only by a modified form of the game.

In a recent study of touch football rules¹ it was found that in general there are two main types of touch football games played in the colleges throughout the United States. These games may be designated as *non-contact* and *contact* touch football. In the non-contact game the team in possession of the ball is required to score a touchdown in four or more downs. "Tackling" is quite easy, usually consisting of the single-hand touch, while blocking, both on the line of scrimmage and in the open, is prohibited. Any number of forward passes is allowed in each scrimmage, such passes to be thrown from any point on the field so long as the ball has not been declared dead. The contact game, on the other hand, resembles football closely, since the team in possession of the ball must advance it a definite number of yards in four downs. "Tackling" is more difficult than in the non-contact type of game, usually consisting of some variation of the double touch, while a modified form of blocking is permitted. The use of the forward pass is restricted to one only in each scrimmage, such pass to be thrown from any point behind the line of scrimmage.

Object of the Contact Game

TO keep touch football as nearly like football as is compatible with the safety of the players should be the aim of those promoting this activity and is the plea of this article. It is not intended that

this should preclude from use other games played with a football, but, if the game of football is to be modified so that, as touch football, large numbers of people may play the game, it should retain as many of the elements of the original game as possible. This, however, the non-contact game fails to do, for, with the exception of the ball that is used, the kick-off and the formation at scrimmage, its similarity to football is largely lost. The provisions that passes may at any time be thrown anywhere on the field of play, and in any direction, and



H. Harrison Clarke

that a touchdown must be scored in a definite number of downs indicate an outdoor game that is somewhat similar to basketball. The non-contact game is less a modification of American football than an entirely new game, which, while it is entitled to a place in our sports and recreational activities, should not assume a close relationship with football.

The contact game, on the other hand, does resemble American football. The kick-off and scrimmage lines are maintained. The forward pass is restricted, as

in football, to one pass only in each scrimmage, such pass to be thrown from behind the line of scrimmage. The only football modification in this respect is that any member of the offensive team is an eligible pass receiver. The contact game also retains the element of making definite yardage in four downs. A practice followed in many places is to zone the field into strips of twenty yards each, and, when the ball is down in a zone, the team in possession has four downs in which to move it into the next zone. This change has been made in order to eliminate the necessity of measuring first downs, and to reduce the number of officials necessary to conduct the game. This latter feature should be especially desirable to those who conduct large numbers of games, such as intramural directors, playground leaders and recreation specialists.

The advocates of the non-contact game are strong in their emphasis on its safety features, stating that injuries resulting from playing this game are kept at an absolute minimum. In order to do this, every possibility of rough play has been carefully eliminated from the game, inasmuch as "tackling" is confined to a simple single-hand touch, blocking is completely eliminated and in many cases the recovery of fumbles and the blocking of kicks are not allowed. These features, combined with the free use of the forward pass, result almost entirely in a passing game. The ease with which running plays may be stopped in this type of game is so apparent that they are seldom tried, for, barring surprise plays, running plays from scrimmage are successful only when accompanied by some interference and by a more difficult means of tagging the ball-carrier. This is a serious defect in any game professing to resemble football.

It is true that injuries, both as to number and severity, are reduced to a minimum in the non-contact game, but one might well question the necessity of carrying the safety features to such an extreme. If the rules of the game can be written in such a manner as to permit some blocking and a more difficult way of "tackling" in order to encourage the use of running plays in the game, and at the same time make the game safe for unequipped and untrained players, a more desirable game more closely resembling football should result. This is exactly what the proponents of the contact game have tried to do, for "tackling" in this

WHILE acting as Director of Intramural Sports at Syracuse University, H. Harrison Clarke has had abundant opportunity to promote a wide variety of activities. Of these, one of his favorites is touch football, on which he rates as an authority. Although coaches and other directors of intramural sports may not all agree with the conclusions he reaches in this article, his opinion must be respected, for he is a thorough student of the work in his field.

¹ H. Harrison Clarke, "Report of the Committee on Touch Football Rules," *College Physical Education Association Proceedings*, December 27-28, 1933, p. 71.

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game consists of touching the ball-carrier with both hands simultaneously, and a modified form of blocking is permitted. Both in touching the ball-carrier and in blocking, no part of the player's body, except his feet, is allowed in contact with the ground; i. e., the player must stay on his feet throughout.

Injuries in the Contact Game

THE advocates of the contact game are firm in their belief that the possibility of injury resulting from this game is remote. During the fall of 1934 the following six college intramural directors participated in a study of injuries occurring in touch football games played according to the contact rules contained in this article: Howard Starr, Colgate University; Carl Voyles, Duke University; Harry J. Schmidt, Iowa State College; R. E. Belshaw, University of Washington; Harry Wolters, Stanford University; and H. H. Clarke, Syracuse University. A total of 2,943 men participated in touch football games at these institutions during the period studied, with approximately 10,000 game participations in this sport (a "game participation" is defined as the participation of one student in one game; i. e., if one student participated in five touch football games he was recorded with a game participation of five).

Injuries were classified as follows: (a) minor—a slight injury that did not necessitate the player's withdrawal from the game; (b) moderate—an injury that necessitated the player's leaving the game, but which permitted his participation in subsequent games during the season; (c) serious—an injury that restricted the player from further participation in touch football games for the balance of the season.

There were no fatalities in touch football at these institutions.

The accompanying table shows the distribution of touch football injuries at the institutions participating in the study.

It should be noted that, of the twenty-eight injuries classified as moderate and serious, only four were caused by blocking. The majority of the injuries were due to such causes as the following: players jumping for passes, players running into each other, players slipping on a wet field, unevenness of the surface of the field.

An important factor in reducing the number and severity of touch football injuries is the need for careful supervision of the games. Harry Wolters reports that at Stanford University in 1933 seventeen major and eleven minor injuries occurred during the season. As a result of more careful instruction to game officials the following year, the number of injuries was reduced to three—a sprained ankle occasioned by a player slipping on the turf, a knee injury caused by a player being kicked and a broken wrist caused by a fall.

TABLE SHOWING THE DISTRIBUTION OF TOUCH FOOTBALL INJURIES²

	Students Participating	Minor Injuries	Moderate Injuries	Serious Injuries	Total
Colgate University	300	5	2	3	10
Duke University	300	1	2	0	3
Iowa State College.....	800	16	1	0	17
Stanford University	600	No Record	2	1	3
Syracuse University	655	10	3	1	14
University of Washington.....	288	6	11	2	19
TOTAL	2,943	38	21	7	66

The fact that but 66 injuries, only 7 of which were classified as serious, occurred in touch football games played with contact rules and involving 2,943 students, with 10,000 game participations, clearly refutes any criticism leveled at the danger of playing this type of game.

The following rules for contact touch football were written during the past year by the Committee on Touch Football Rules of the College Physical Education Association and constitute a revision of the rules established by the Committee in 1933. The Committee definitely attempted to develop a game similar to football, which, at the same time, would be safe for unequipped and untrained players.

Rules for Touch Football³

THE variations of the rules for touch football from the rules for regulation football are outlined below. In all other respects touch football rules are the same as those for football.

SIZE OF THE FIELD—The dimensions of the touch football field shall be: maximum, 360 feet by 160 feet; minimum, 240 feet by 120 feet. These dimensions include the end zones.

FIELD MARKINGS—The field shall be zoned into strips of twenty (20) yards each, all of which are parallel to the goal lines.

NUMBER OF PLAYERS—Nine players shall constitute a team. On offense, five players must be on the line of scrimmage and four players at least one yard behind the line at the time the ball is snapped from center.

EQUIPMENT OF PLAYERS—Players are prohibited from wearing the following: baseball, track or metal cleated shoes, padded suits and special protective devices such as shoulder pads, helmets, etc.

SUBSTITUTIONS—Unlimited substitutions will be permitted.

LENGTH OF GAME—Two periods of twenty minutes each shall constitute a game. It is suggested that, for senior high school boys, the game be played in quarters of ten minutes each; and, for junior high school boys, in quarters of eight minutes each. An alternative method for determining the length of a game is to allow two periods of thirty plays each from scrimmage.

POINT OF KICK-OFF—The kick-off shall be made at a point sixty (60) yards from the opponent's goal line.

YARDAGE AND DOWNS—When the ball is first down in a zone, the team in possession is allowed four downs in which to move it from that point into the next zone.

FORWARD PASS—A forward pass may be thrown from any point behind the line of scrimmage.

ELIGIBLE FORWARD PASS RECEIVERS—Any member of either team is an eligible forward pass receiver.

TOUCHING OR "TACKLING"—A touch (tackle) occurs when an opponent touches the ball-carrier with both of his hands simultaneously. The ball shall be declared dead at the point where the touch occurred. No part of the toucher's body, except his feet, shall be in contact with the ground throughout the touch.

BLOCKING—In blocking, either on the line of scrimmage or in the open, no part of the blocker's body, except his feet, shall be in contact with the ground throughout the block.

PENALTIES—These are as follows:

1. Unnecessary roughness in touching the ball-carrier, including leaving the feet by the toucher. Penalty, 15 yards.
2. Parts of the body other than the feet in contact with the ground in blocking. Penalty, 15 yards.
3. Illegal use of the hands by defensive players. Penalty, 15 yards.
4. No penalty will be inflicted for more than one incomplete pass in the same series of downs.

SUGGESTED METHOD FOR DECIDING TIE GAMES—In case the score of the game is a tie at the close of the regular playing time, the winner may be determined in the following manner: The ball shall be placed in the center of the field. Each team shall be given five plays alternating in turn. The team that has advanced the ball into its opponent's territory at the end of the tenth play shall be declared the winner. No punting is allowed during this overtime period. *

² H. Harrison Clarke, "Second Annual Report of the Committee on Touch Football Rules," *College Physical Education Association Proceedings*, December 27-28, 1934, p. 86.

³ H. Harrison Clarke, op. cit., pp. 87-88.

Some Factors of Consistent Winning

(Continued from page 35)

The successful coach concentrates assiduously on an approaching game. However, he never allows his players to concentrate too seriously if he can prevent it, because it is hazardous. Worry is not conducive to best physical performance and it cannot help affecting the players adversely.

The spirit of play and enjoyment manifests itself throughout the season. In an atmosphere of this kind, skills make themselves more pronounced. This is a great aid in the prevention of staleness and loss of the playing edge.

The usual cause of staleness is overwork: too much scrimmage and the everlasting insistence of the coach on results. If an athlete ever complains in any way about coaching procedure, it will be due to the continuous grind and monotony of the practice sessions. It is at these sessions that the players lose their desire, enthusiasm and most of their energy. Overtraining and too much routine tend to slow the mental faculties. It is not unusual for teams to lose games at the practice sessions before the game itself is actually played.

It is the novice coaches and the unsuccessful ones who overwork their players. Theirs are the teams which lack the ability to finish a game strongly. They are invariably outplayed as the game nears the close.

Then, too, certain kinds of pre-game talks defeat their purpose. Keying-up a team to a frenzy before each game is madness. Some coaches may consistently follow such procedure, but it is certainly not in keeping with the principles of maintaining lasting efficiency. The incentive may be there, but if keying-up has been the usual thing there is no reserved vitality to call on.

It may be possible to get good results in a game or two if the players are keyed-up, are driven along with effective oratory and furnished with a colorful and glamorous setting. Very likely, however, the remaining games on the schedule will show themselves rather conspicuously in the lost column.

Most coaches are aware that an emotionally adrenalized team will play a much snappier game than one not adrenalized. In any game which involves a fear-hope relationship, additional adrenalin is secreted. There is an emergency releasing of blood sugar which tends to speed up the functions of the body. A higher state of efficiency in the ability to sustain effort is the outcome. If the coach goes farther and arouses the emotions beyond the natural interest the game itself affords, the players' accomplishments may be amazing. He must take great care, however,

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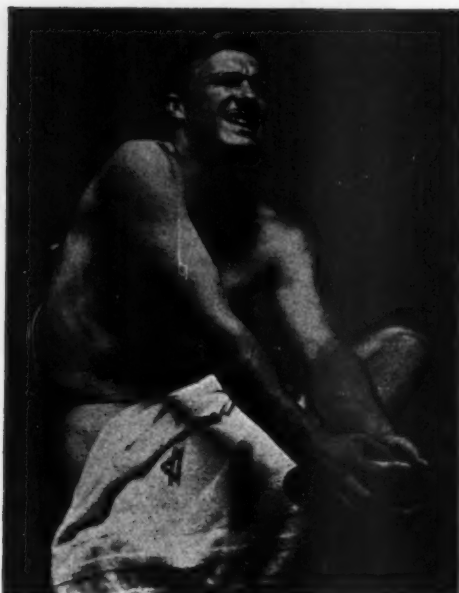
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as untold harm to the individual players may be the consequence. This procedure cannot go on from game to game. The human organism is not capable of standing the strain and drain on its reserves, and continue to sustain effort.

Coaches have a delicate tool placed in their hands. If used wrongly, the technique of adrenalization is destructive to the very principles they adhere to. Used properly it will further the development of the players as well as aid them in achieving their goal.

The able coach proceeds prudently in his pre-game talks. He assumes an air of confidence and cool-headedness. He talks in a quiet sober fashion of his own expectations and desires, suggesting rather than pleading. There is an absolute concentration on the immediate task. No distractions of any kind are allowed. The well-wishers and the petty annoyances are kept out. Some final instructions or reminders regarding game plans and possible alternatives are gone over briefly. There is an individual checking here and there, a word of encouragement, the essence being that the team is fit and equal to the task confronting it. The question is not merely to fight, but *how* to fight. Fight is important, but the mechanical proficiency, along with correctness in fundamentals, go hand in hand.

It is during these talks that the coach shows his real self. All pretense is swept aside and the real man stands forth.

Forcing the Breaks

THE team that is persistently putting the pressure on the opposition is forcing the breaks. These are not necessarily lucky breaks. An ably coached team does not need the assistance of luck to help it

win consistently. It is coached to accept such luck that may come its way, and will take advantage of it to the fullest possible extent. Its coach knows that luck is uncertain and the most unreliable of all forces. Hence, he plans his strategy and disposes his forces in a way that assures results without the aid of luck.

If you find a team getting many seemingly fortunate breaks, observe its coach's methods before you attribute his success to luck. After all, accomplishment is a matter of method. Undoubtedly, if you observe more closely you will discover that the coach employs a procedure something like this: His team has finesse based on sound fundamentals. These varied skills are synchronized into co-operative team play. The attack is diversified. The defense is able to meet the variability and unceasing changes brought on by the opposing team. His team can put on the pressure when it counts most and can rise to the heights in crucial or psychological moments. It is always alert, prepared and reacting to new and unexpected developments. There is usually something held in reserve which is dependable in emergencies.

It may be well said at this point that winning every game played is, of course, impossible. Defeats, or whatever else they may be called, are unavoidable and at times inevitable. It may be that a team has won a number of consecutive games and is ardently desirous to continue winning. The usual effects are nervous fatigue and loss of the playing edge. The result is defeat. Reversals to the consistently successful team serve as a tonic to spur it on. Rightly regarded, occasional reversals are more useful than continuous successes.

(To be concluded in the next issue)

A Publicity Program for the Football Coach

By Paul Brechler and Wallace Taylor
Harlan, Iowa, High School

The Team and the Community

NIGHT football competes with the movies, the bridge club and the thousand and one other activities that vie for the public's patronage. The man who "sells" football to the public, and in the most of our smaller schools it is the coach, should not hesitate to use some of the devices employed by his competitors to woo the public.

Some of the ideas in the following program have been used in the Harlan High School and some of them are on the calendar for the current fall season. In any case, any publicity program has to be adapted to the community and the local conditions. We submit this program in the hope that parts of it will be of help to anyone who is planning a publicity program for the fall sport.

THE introduction of the team to the community in the fall should be very carefully planned, as too much "ballyhoo" usually reacts disadvantageously later in the season. On the other hand, if the team makes its initial bow of the season unheralded, only a small crowd is present, and the team loses an opportunity to make valuable friends.

A pre-season football dinner is a good way of introducing the team to the community. It is usually possible to get one of the service clubs to sponsor such a dinner. It is usually advisable to get an out of town speaker and a good one—possibly a coach from a near by college—who can point out the necessity of a

sportsmanlike attitude on the part of the public as the season progresses. The members of the team should be introduced.

We are planning to show movies of some of the early practices at our pre-season dinner this fall. In nearly every town there is an enthusiast who owns a motion picture camera and who will co-operate with the coach in the taking of the pictures for this showing. Interest in the pictures will be enhanced by rapid-fire comment as the pictures are shown. Unless you are unusually fortunate in having an experienced commentator, this should be very carefully rehearsed, so that it will be effective. The rest of the program should be short, because, with the speaker and the pictures, it would be very easy to plan a program that is wearily long. Dinners of this type will make your town football minded at the start of the season and materially increase your crowds. The dinner should be planned and run off by someone other than the coach. But since the coach and the team will receive the benefits, the coach should see that it is done.

Methods of Advertising

CORDIAL relations and carefully worked out plans with the local newspapers are invaluable. Unless the newspaper has a regular sports correspondent,

MANY coaches will find in this article helpful suggestions for increasing intelligent interest in their athletic programs. Paul Brechler, one of the authors, is a graduate of Drake University and in his senior year was captain of a championship Missouri Valley football team. Since graduation, he has coached at Harlan High School, where the athletic fund has supported both boys' and girls' athletic programs and, in addition, many other school activities which are not self-supporting. Wallace Taylor is instructor in the social sciences in the Harlan schools and interested, incidentally, in newspaper work and methods of publicity.

the coach should make arrangements to see that well written stories are furnished to the editor. Most newspaper editors welcome pre-game write-ups, "dope" columns and the like. Tell your editor that you will furnish more copy than he can use, but that you appreciate his using as much of it as he can. Since all editors prefer sports news to filler, you will probably be surprised at the amount of space you are given.

In addition to the handbills which you probably already use, spend some money for display ads in the local papers. You will find them a good investment.

Use as many cuts of your players and teams in your publicity as possible. A great many times, pictures of the teams are taken at the close of the season and cuts are made for the annual and are

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used only there. They can just as well be taken at the start of the season and then used in connection with newspaper stories and handbills. Cuts cost money but they are worth it.

You can reach with slides at the theater at a nominal cost a large group of people that you cannot reach in any other way. This group has not attended football games to any great extent in the past, but, with the present low admission prices and a little judicious promotion work, they will probably become regular fans.

Making the Games More Attractive

PLAN some special feature for each game. For example, invite the fathers of the players to sit on the bench for one game. Try to secure as many of the former team captains as possible for an-

other game and introduce them to the crowd between halves, giving each an opportunity to say a very few words. Get the local drum and bugle corps to perform between the halves. These ideas will probably suggest other possibilities. Too many times the wait between the halves is monotonous. This should be avoided.

The possible use of the public address system should not be overlooked. In many places it is possible to rent one at a low price. Again, a good commentator is essential, but, if you can get one or train one, you will find that the entertainment value of the game has been increased considerably, particularly for girls and women and the large group of men and boys who have not played football themselves. The comment should not lag, and an announcer with a good fund of humor can enliven things considerably.

Give Swimming Its Rightful Place

By Howard T. Ploessel

CITIVUS, Altius, Fortius!

Just about three years ago that slogan was uppermost in the minds of the athletes gathered in Los Angeles for the Xth Olympiad.

Faster, Higher, Stronger!

In no other events was the spirit of the above slogan more strongly emphasized than in the swimming races. Japan's phenomenal showing in the aquatic events has been the chief topic of enthusiasts the world over for the past three or more years. If you can remember back to those eventful days of the last Olympiad, you will recall that the Japanese with just a handful of youngsters, still in their teens, came over to America with but one thought in mind and that was to win the men's Olympic swimming title.

Did they succeed? You know they did, and they did it in such a way that it left spellbound the 100,000 spectators who witnessed the swimming events. They did it with the grace and ease of true champions, although they were only "school kids," boys from the high schools and colleges of Japan, boys from fourteen to nineteen years of age, boys who looked like midgets alongside the husky American boys. But they did it.

Swimming in Japan

WHAT does it all mean? It seems impossible that a nation which lacked aquatic interest but eight years prior to the 1932 Olympics should suddenly come to the front. A nation which at the IXth Olympiad at Amsterdam in 1928 won only one first place in all the swimming events came up in four years to win all but one event in the Xth Olympiad.

Japan's winning the men's Olympic swimming title with a group of "school kids" means just one thing to the world: That the Japanese have realized the real benefits of swimming and have given swimming its rightful position in the schools of their land.

The Japanese grammar schools, high schools, colleges and universities all have swimming pools, and, better still, in each of these schools swimming is part of the student's physical education program. The schools develop and train their own athletes. Japan realizes that, if the nation wants to develop the best athletes possible, it must back the athletic movement and develop its own athletes instead of leaving it to the athletic clubs of the land.

Swimming in the United States

THE United States has always left the burden of developing its swimmers to the athletic clubs. Of course, we built many hundreds of swimming pools in the high schools and colleges of our land. But, after we did this, what happened? We sat back to watch the champions appear from those pools. Very little thought was given to the educating of students in the art of natation. When I say this, I do not mean that in every case this condition prevailed, but in a great majority of cases it did and still does. We have built the pools; now let the students develop themselves! That was our attitude. What happened? If a student showed promise as an aquatic ace, an athletic club soon signed him up, and from that time on the student was in the hands of an athletic club to do as it saw fit.

The past four years, however, have seen a greater interest taken in student swim-

ming by some of the leading colleges and universities of America. Outstanding swimming teams have been developed, and many of America's leading swimmers have come from these institutions. But, as a whole, the colleges and universities of America have not shown sufficient interest in this sport. In hundreds of schools of higher learning, the average student is allowed to use the pool for purely recreational activity. Little or no thought is given to instruction.

Like the schools of higher learning, the high schools, too, have during the past few years spent thousands of dollars in the construction of pools. As with the colleges and universities, however, most of them have given little thought to the teaching of swimming. True, some high schools have taught their students every phase of natation, including diving and life saving. Championship swimming and water polo teams have been developed. But these schools are the exceptions. The sad part of the situation is that the great majority of the high school pools today are not used for instructional purposes at all. Their purposes are purely recreational and that is all. If a student can swim, all right; and, if not, well—he had better stay clear of the pool.

A late investigation shows that in one state alone there are some sixty junior high and high school swimming pools. Some of these pools are a work of art, a real asset to any school. But, sad to relate, swimming is not part of the school curriculum in a great many of these schools. A close check will show that a similar deplorable condition exists in many other states. We can always pick out a few schools where swimming really means something to the students, but these are very few compared with those which do not make swimming an educational requirement.

Regaining Lost Glories

NOW that we have pools in our high schools and colleges, let us give swimming its rightful place in the school curriculum. Let us make swimming a part of every student's physical education program, instead of placing it in the position of a recreational sport.

Let us teach swimming in every grammar school, high school and college in America; teach the boys and girls to swim and to enjoy themselves in the water. If we do this, perhaps the number of people (approximately 8,000) who lose their lives yearly through drowning will drop to a minimum. If we do this in a conscientious and whole-hearted manner, there is no reason why the United States cannot regain the Olympic swimming title it lost in 1932.

Furthermore, a program of educational swimming would unquestionably develop a more sturdy and a healthier race of American men and women.

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